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ABSTRACT

An essential task for the 1973-74 project was to expand and refine the totally integrated career education curriculum, K-12, in the Bowling Green, Kentucky school system. Called Project PEOPLE, it provided a teaching strategy that was student and teacher-oriented, with emphasis given to the development of self-awareness and exploration activities. The document offers a description of the problem areas, goals, and objectives for all grade levels, project design procedures, and reports on results and accomplishments. The bulk of the document is devoted to outside evaluation of the project. A third party evaluator, representing the Southern Association of Colleges and Schools (SACS), concluded that the Bowling Green program has established itself as a suitable national model for the dissemination of career education. It was recommended that the expertise of the staff should continue to be utilized to assist other districts and that funding for program expansion should also be continued. The appendixes contain a bibliography, tables indicating results of attitudinal surveys, sample survey forms, and a list of project-developed materials. (MW)

ED 099641

FINAL REPORT

Project No. V361019L

Grant No. OEB-0-73-3000

A COMPREHENSIVE CAREER EDUCATION MODEL, GRADES ONE THROUGH FOURTEEN - A RESEARCH AND DEVELOPMENT PROJECT

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April 3, 1974

Table of Contents

	Pages
List of Tables and Illustrations	
Summary of the Report 1	through 5
Body of the Report	
Problem Area.....5	" 9
Goals and Objectives.....9	" 14
Project design-procedures followed..15	" 20
Results and Accomplishments.....20	" 21
Evaluation 22	" 63
Conclusions, Implications, and Recommendations 64	" 65
Appendices	

List of Tables and Illustrations

	Pages
Appendix A: Bibliography	A-1 through A-2
Appendix B: Statistical	B-1 " B-11
Tables	
Table I: 1971-74-A Comparison-Career Education Surveys for Students	B-1
Table II: 1971-74-A Comparison-Career Education	B-2
Table III: Elementary Student Survey-1974	B-3
Table IV: Junior High School Student Survey	B-4
Table V: Senior High School Student Survey	B-5
Table VI (a): Teachers' Survey-Elementary	B-6
Table VI (b): Teachers' Survey-Junior High School	B-7
Table VI (c): Teachers' Survey-Senior High School	B-8
Table VII: Student Teachers' Survey	B-9
Table VII: Visiting Talent Survey	B-10
Table IX: Participants' Survey-State Visitation Project	B-11
Appendix C: Survey Forms	C-1 " C-13
Student Forms	C-1 " C-4
Teacher Forms	C-5

	Pages
Student Teacher Forms	C-6
Visiting Talent Forms	C-7
Participants in State Visitation Project Forms	C-8 through C-11
Career Development Student Record	C-12 " C-13
Appendix D: Materials Developed under the Project	D-1
Appendix E: Alphabetical Listing of Occupations Presented through Career Education Interviews during the 1973-74 School Year-Systemwide Individual Schools	E-1
Appendix F: The Bowling Green Career Education Manual for Teachers, Counselors and Administrators	

5. Summary of the Report:

(a) Time period covered by the report:
June 1, 1973 - August 31, 1974

(b) Goals and objectives of the project:

Project PEOPLE-Systemwide Long Range Goals:

1. To design and implement a multi-cluster hands-on exploratory program for the middle grades.

2. To expand and refine a totally integrated Career Education curriculum, grades K-12, in the Bowling Green City School System.

3. To develop in each student a positive response to the World of Work so that he may become an integral functioning part of society.

4. To instill within the staff the need to respond actively to the Career Education concept in order to guarantee the success of the program.

Project PEOPLE-Systemwide Short Range Goals:

1. To develop a positive self-image in the child based upon the knowledge that he is a useful, contributing member of society.

2. To create in each child the realization that work has dignity and is a social necessity.

3. To provide, whenever possible, experiences with real work situations within the home, school and community setting.

4. To acquaint each child with the broad scope of possible career opportunities and materials available in the vocational world.

5. To provide opportunities and experiences necessary to enable each child to realistically appraise his own abilities in the selection of his career.

6. To make the child aware that he is a consumer as well as a producer in our society.

7. To foster respect for the freedom we experience in our economic system by creating positive attitudes toward employment, a desire to raise our standards of living, and a concern to minimize the inequalities existing in our system.

8. To develop in each child the understanding that work is competitive and discriminatory.

9. To instill in teachers, administrators, and counselors the need to become involved in teaching children about work.

10. To impress upon every child that the process of education is not terminal, but that he must continue to study to remain abreast of the new ideas and innovations of his chosen career.

(c) Procedures followed:

The cadre of trainers (staff members designated as in-house consultants) functioned as a coordinating committee for the continued in-service of the total staff. The elementary school emphasis focused on the development of student and teacher self-awareness. The major feature of the 1973-74 program has been the expansion of a Practical Arts exploratory program at the Junior High level. Through an expanded guidance program, emphasis was placed on the career decision-making process. The Senior High School staff continued to develop technical training programs of study for secondary students; in a cooperative effort, the employment service and high school counselors conducted a placement program designed to aid students in securing employment.

(d) Results: accomplisments:

Institutionalizing the Bowling Green Career Education program has resulted in the following accomplishments:

-A comprehensive Career Education program, K-12, has been implemented in all City Schools and at all grade levels
-All Bowling Green City Schools' staff and students have been involved in the Career Education program
-The Junior High Practical Arts exploratory program has established itself as a model for Career Education, capable of serving as a national model

-Over one thousand parents, community members, and other resource persons have been involved in the program annually
-Since January, 1974, approximately 400 educators, through the State Visitation Project, have visited the Bowling Green City Schools as part of an effort to disseminate the Career Education program
-Over one thousand Career Education units are developed and taught annually by the Bowling Green teachers
-Results of attitudinal surveys designed by the Career Education project have yielded an average 94% positive response to the program from students, teachers, student teachers, visiting talent, and participants in the State Visitation Project
-A Career Education Manual has been written and disseminated by the Bowling Green program, with the assistance of the Kentucky Department of Education; other project materials developed by the Bowling Green staff include a bi-monthly newsletter, a project brochure, Career Education units for all levels, and a set of attitudinal survey forms
-Articulation of the program has resulted in more effective utilization of existing resources within the schools, and better commuunication among staffs and schools
-Through the involvement of parents as resource persons, better home-school relations have resulted, with the increase of parent interest and participation in school-related activities
- Bowling Green teachers have served, and are continuing to serve, as consultants to outside school systems interested in planning and implementing Career Education programs

(e) Evaluation of the project:

Internal evaluation: The project staff and the teaching staff have conducted an internal evaluation of the project. They have utilized surveys with target groups of teachers, students, parents, student teachers, visiting talent, and participants in the State Visitation Project to gather feedback and reactions to the program.

External evaluation: A third-party evaluator representing the Southern Association of Colleges and Schools (SACS) has conducted a comprehensive external evaluation of the project, including staff, sequence of events, goals and objectives, processes utilized in the classroom, in-service education plans, cooperative arrangements with institutions of

higher learning, the guidance component, community Career Education interaction, internal evaluation plan; and a three-member team has conducted an overall assessment of the project, representing the Commission on Occupational Education Institutions, Souther Association of College and Schools. In conducting the evaluation, the third-party evaluator and the three-member team used interviews, on-site visits, observations, and reports from project and school staffs, as well as from students and community representatives. State Department of Education personnel were interviewed, along with staff members from Western Kentucky University, who had conducted a Developmental Review of Bowling Green's Career Education program. The evaluator also reviewed project records, products, and reports.

(f) Conclusions and Recommendations:

The Bowling Green program has established itself as a project capable of serving as a national model: the expertise of the staff has been, and should continue to be, utilized in assisting other districts in planning and implementing Career Education programs. It is concluded that several factors have been responsible for the success of the Bowling Green program; among them:

-Integration and infusion of Career Education into subject matter within the classroom
-Sensitivity of the Project Director to the need to involve teachers in the training of Career Education during in-service actitivies and in program design, new setting of goals, teaching methods, and plans
-Resulting build-up of teacher morale through observing successful outcomes of their efforts
-Supportive roles assumed by building principals, administrative personnel, and the commitment and policy statement made by the Board of Education regarding Career Education
-Continuing in-service involvement of all staff members
-Design and maintenance of longitudinal inventories and surveys
-Efforts to generate program articulation
-Transmission of effective guidance technique to the classroom teacher
-Involvement of parents and community members as resource persons for Career Education activities

-Strategy of utilizing the cadre of in-house consultants as trainers for other staff members, assuring that new personnel will receive Career Education in-service instruction as they enter the system

Therefore it is recommended that:

(1) Efforts be made to establish the Bowling Green City School System as a national model for dissemination of Career Education
(2) Assistance be given the City School system in the continuation of funding and in increased research and evaluation support
(3) That the Career Education program be further developed, implemented and institutionalized into the Bowling Green City School System
(4) Funding for the expansion and continuation of the Practical Arts exploratory program be allocated to the junior high to include hands-on experiences in all 15 job clusters
(5) Efforts be made to fund in-service activities for the Bowling Green staff to participate in visitation and observation within the system in order to assure better articulation and feedback from elementary, to junior high, junior high to senior high, and vice versa

6. Body of the Report:

(a) Problem area:

An essential task for the 1973-74 project has been to expand and to refine a totally integrated Career Education curriculum, K-12, in the Bowling Green City School System. Project PEOPLE (Career Education) has become a strategy for teaching al all levels. For Bowling Green it has proven to be the first systemwide method found to create relevance and a way to restore the vitality and student interest to the classroom. It has given the academic teachers an exciting vehicle for teaching their subject areas and has helped students see the relationship between school and life. The 1973-74 program has been student and teacher-oriented, with emphasis given to the development of self-awareness and exploration activities. Through the continuation of systemwide Career Education in-service, new aspects of the program have brought the system together in developing a total program model.

The designers of Project PEOPLE have wisely utilized activities and techniques which teachers have been employing for many years. They have reorganized these practices, using the person-in-the-job, not only the job, as the center of unit organization. The design is structured enough to give the

teacher a feeling of security, but encourages creative and imaginative approaches. The components, elements, and concepts apply equally throughout the entire range of grades, K-12. The language of Project PEOPLE is universal, and all teachers can communicate with commonality.

The Bowling Green system is ideal for piloting model systemwide programs. The teaching staff, best described as traditional, is completely certified. More than half the staff have Masters' Degrees or better. This is largely due to the fact that Bowling Green is the home of Western Kentucky University. Since most of the teachers are graduates of the University, there is a uniformity of approaches to teaching and philosophy that tends to perpetuate itself. The administrative and teaching staff, working in concert, wrote and implemented the Career Education program; one key to the success of Career Education in Bowling Green is total staff involvement. The product of staff participation was Project PEOPLE, a design for implementing Career Education.

The theme of Career Education provides a new, vigorous sense of purpose and mission for the school enterprise. The Bowling Green City School System accepts this new direction and has taken specific actions in this regard. Implications for the need for Career Education are reflected in the problems currently faced by society and education in preparing individuals to become effective, contributing members of society.

First, dropout rates have reached unacceptable proportions. Each year in the United States, nearly 2.5 million students leave the formal education system without adequate preparation for careers.

Second, thousands of young people who are products of the general education curriculum are underemployed or unemployed. The gap between youth and adult unemployment rates continues to widen. Youth unemployment is a challenge for the 1970's, since the number of teenagers in the labor force will continue to be large. Though the rate of growth in the teenage labor force will slow dramatically, approximately 15 million more people, most of whom will be young, will have to be accomodated in the labor force by 1980, when more than 100 million Americans will be working or seeking work.

Third, poverty remains a severe problem for many people in many areas of the nation. Its increasing social and economic costs have brought too many of our cities to the brink of bankruptcy.

Fourth, the United States is finding it more and more difficult to compete effectively in the international market because of labor costs, job attitudes, and shortage of technically trained workers. The rate of increase in productivity has diminished in recent years. Its restoration to higher levels is needed for economic growth, lower costs and prices, and a higher living standard.

Fifth, women will continue to enter and to reenter the labor force in increasing numbers. They will participate more fully in the economy as broader opportunities become available to them and the needs for day care, retraining, and part-time employment are met.

Sixth, the general public is becoming disenchanted with a system of education that keeps reporting more student apathy, more absenteeism, more academic failures, more assaults on school personnel, and more vandalism.

Finally, the "now generation, more interested in roles than in vague goals that may never be attained in a rapidly changing technology, is giving impetus to curriculum restructuring. The concept of work is being viewed by youth as the expenditure of time and energy for the benefit of self, family, and society. These social and economic conditions lend credence to the need for educational reform and to the attractiveness of Career Education.

There are no ready-made panaceas or shortcuts to resolving the educational implications of these problems. It does appear that the Career Education concept which has grown out of a new social consciousness and the research tradition of career development fused with concepts emerging from research and development in vocational and technical education and manpower planning, has shown promise as a new way or orienting and deploying our educational resources.

Career Education has been widely acclaimed nationally since the 1968 passage of the Amendment to the Vocational Education Act of 1963. Although Vocational Education is an integral part of Career

Education, Career Education is much broader and seeks to serve all students with an emphasis on the development of positive self concepts among students, and on teaching students decision-making and problem-solving skills related to the world of work. An effort is made in Career Education to expose students to a variety of work situations to a depth that they can intelligently appraise their own qualifications, abilities, interests, and emotional makeup in relationship to the demands of several careers. This applies to all students, not just the twenty percent who plan to go on to college. With Career Education the emphasis on making the curriculum performance-oriented and accountable so that all members of the community understand what is intended.

The American social and economic systems are becoming more dynamic and more complex. Much has been written in the past twenty years about the knowledge explosion. We have progressed from an agrarian society to a post-industrial society in less than seventy-five years. Change is taking place at an accelerating rate. Such books as Future Shock and the Greening of America point to some of the perplexing problems facing the American people. The work world is becoming equally dynamic and complex. Performance skills are becoming more specific and sophisticated than they were in the past. The life span of any one occupation is decreasing, and the average individual cannot expect to hold the same job more than five to ten years. Within one specific occupation, the knowledge and skills are constantly changing. Multitudes of new occupations are emerging, each having its own specific performance requirements.

Growth of knowledge is one of the most presistent and significant movements in the history of man. The rate at which knowledge grows increases all the time. Scholars tell us that it took about one hundred thousand years for our store of available information to double itself. The second doubling took five thousand years and the third doubling took only one thousand years. Knowledge is now doubling every ten to fifteen years. The rate and character of change is now such that without specific, thoughtful, and persistent effort, the individual soon finds himself living in the past, out of touch with the present, and powerless to exert effective control over the future.

Generally speaking, the kind and quality of education has not kept pace with social and economic developments. Much has been written about the problems faced by educators in preparing individuals to be effective, contributing members of society. Drug abuse, alienation, social disintegration, dehumanization, and unemployment are among these problems. On a national basis, less than twenty percent of the secondary school population receive any kind of specific occupational training, while 80 percent of our youth do not graduate from college.[1] During 1970-71, 3.7 million young people left formal education. Of these,nearly 2.5 million lacked skills adequate to enter the labor force at a level commensurate with their promise. Many left with no marketable skill whatever. Some 850,000 dropped out of elementary or secondary school; 750,000 graduated from the high school general curricula; 850,000 left college without a degree or completing an organized occupational program.[2] Data support the need to vigorously improve the educational programs which are provided for the children, youth and adults of our Nation. Dr. Sidney Marland has stated, "The general curriculum is neither fish nor fowl, neither truly vocational nor truly academic , prepares the student for nothing...I suggest we get rid of it." Whether one agrees with Dr. Marland's statement or not, the value of the general curriculum in preparing students for what they will face when leaving the schools must be questioned; the evidence appears to indicate a definite need for Career Education.

(b) Goals and Objectives of the Project:

Goals-Elementary:

1. To continue the elements of career and educational awareness.

2. To develop student and teacher self-awareness through

[1]Bureau of Adult, Vocational, and Technical Education, "Vocational Education for the 70's." Conference Discussion Paper. Washington, D.C.: U. S. Office of Education, Division of Vocational and Technical Education, March, 1971. Page c.

[2]Speech by Sidney P. Marland, Jr., Delivered aththe Conference of Pennsylvania Personnel and Guidance Association. November 14-15, 1971, Pittsburgh, Pennsylvania.

career education in-service and activities designed by the elementary teachers, guidance counselors and research coordinators.

3. To develop reaearch instruments sufficient to effectively evaluate the total elementary career education program.

Objectives-Elementary:

1. The total staff of the Bowling Green elementary schools shall participate in a 5 day in-service prior to the opening of the 1973-74 school year, and 20 in-service hours throughout the school year.

2. The continuation of Project PEOPLE in the Bowling Green elementary schools will be accomplished as measured by 100 percent of all teachers planning, writing and teaching at least two units, one from each assigned cluster, plus two additional units.

3. The elementary students in the Bowling Green City School System will demonstrate their increased knowledge of self-awareness as measured by attitudinal surveys.

4. The elementary program will seek stronger Career Education commitment from business and industry, to open the door from utilization of the community as a classroom as indicated by the documentary statements of support.

5. The elementary program will initiate work sessions with participating student teachers from Western Kentucky university to assure the orientation of student teachers to Project PEOPLE.

Goals-Junior High School:

1. To design and implement an exploratory hands-on program in ten cluster areas.

2. The learner will have a continued awareness of career education at the Bowling Green Junior High School.

3. In addition to awareness, the learner will have wider opportunities to explore career clusters at the hands-on level at Bowling Green Junior High School.

4. The staff of Bowling Green Junior High will increase their knowledge of Career Education and how to incorporate Career Education into the regular curriculum.

Objectives-Junior High School:

1. The total staff of Bowling Green Junior High School will participate in 20 hours of continuing in-service training during the 1973-74 school year as evidenced by the attendance record.

2. The total staff of Bowling Green Junior High School will demonstrate their increased knowledge of the fifteen occupational clusters and placement of jobs in these clusters as measured by 80 percent accuracy on a test to be given at the completion of the training.

3. The staff of Bowling Green Junior High will demonstrate their increased ability to write Career Education units as an integral part of the curriculum in each academic area and to state objectives in behaviorial terms as measured by 90 percent acceptability of written units submitted to trainers for approval.

4. Each student at Bowling Green Junior High will have an opportunity to pursue one or more occupational clusters at the hands-on level during the 1973-74 school year as evidenced by teacher records.

5. The students at Bowling Green Junior High will demonstrate their increased awareness of Career Eudcation as shown by improved scores on a pre-post test of occupational clusters and job placement in these clusters.

6. At the completion of the 1973-74 school year, 80 percent of the students will indicate a positive response toward their role in the world of work as indicated by a survey to be devised.

7. By the completion of the 9th grade, students at Bowling Green Junior High will assess their feelings concerning personal needs as related to working conditions as indicated on a standardized survey to be administered during the 1973-74 school year.

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8. The students at Bowling Green Junior High will participate in four small group guidance sessions on Career Education as evidenced by counselor records.

9. Each student will be given the opportunity for individual counseling sessions on career choices as indicated by a guidance survey for all students.

Goals-Senior High School:

1. To strengthen the awareness phase (Project PEOPLE) in the High School at the 10th and 11th grades.

2. Academic Programs will be developed which will relate to every vocational training program we offer (See Statement of the Situation).

3. To augment the High School cadre of in-house consultants. This will be done during the 1973 summer workshop.

4. Guidance Counselors will work with the Junior High School Counselors and 9th grade students for the purpose of preregistering students into the High School.

Objectives-Senior High School:

1. During the 1973-74 school year to substitute Educational Awareness for Occupational Awareness at the 12th Grade. (By this time most students will have made tentative career choices.)

2. At least 40 percent of the Junior High students (in-coming 10th graders) will have made a tentative career choice as measured by guidance office records.

3. At least 50% of the 11th grade students will have made a tentative career choice as measured by guidance records.

4. At least 60% of the 12th grade students will have made a tentative career choice as measured by guidance records.

5. The Placement Bureau and the Guidance Office working together will place 75% of the graduating students in either full-time jobs, a Baccalaureate Program or a post high school training program as measured by Bureau and Guidance records.

Goals-Guidance Program:

(Goals are supportative of our developmental program--embracing academic, vocational, and personal social growth.)

1. All learners will understand and accept themselves and perform as responsible individuals.

2. All learners will be aware of career opportunities and able to relate some of their accepted capabilities.

3. All learners will develop positive attitudes toward life.

School Objectives:

1. All learners will identify one thing they have done with others that demonstrated social adequacy.

2. All learners will have group experiences with Counselor during the school year; these experiences to be measured by a year-end survey.

3. Eight out of ten learners will indicate that counseling experiences were helpful to them in terms of assisting them with some developmental problem as measured by a survey of all learners who had one or more counseling experiences.

4. All learners will identify career opportunities that they feel they are capable of performing.

5. Four out of five learners will list some satisfaction they have received from school and education experiences as measured by a survey of all learners in the school.

Goals:

1. Learners will understand and accept themselves and perform as responsible individuals.

2. Learners will be aware of career opportunities and be able to relate same to their identifited and accepted traits.

3. Learners will develop those positive attitudes toward living that will enable them to make realistic decisions.

Guidance-Objectives:

1. Elementary school counselors will assist all teachers to assure that, during the first year, at least 25% will integrate the career theme in all classroom experiences.

2. 100 percent of all guidance counselors will be involved in developing guidance and counseling experiences with learners that will help them to develop realistic career aspirations and decision-making skills.

3. The guidance component will initiate experiences that will help all teachers and at least 25% of all other school personnel to develop positive attitudes toward career education; i.e.: janitor, maids, cafeteria workers, bus drivers, maintenances, and other office staff.

4. The guidance counselor with the classroom teacher will participate in the evaluation of demonstrated learners' career aspirations at all levels.

5. Counselors will administer peer group surveys to evaluate pre and post small group feelings. Groups will meet in thirty 30 minute sessions or the equivalent of ten hours.

6. Counselors will utilize self-esteem surveys with groups at maturation levels where learners are trying to achieve independence.

7. Individual and/or group counseling experiences will be utilized to help learners achieve developmental tasks.

(c) Description of the general project design, and the procedures followed, including information on the student population, instructional staff, and on the methods, materials, instruments, and techniques used:

CAREER EDUCATION PROJECT
Bowling Green Independent School System
Bowling Green, Kentucky

Basic Facts About the School District 1973-74:

District Population; Type of Area:
The City of Bowling Green has a population of about 37,000 and is centrally located in Warren County in the State of Kentucky. It is microcosm of the United States and is typical of cities of the second class in the State. The City is urban in nautre, expanding industrially and is bi-racial and Multicultural.

Students' Ethnic Background; Family Income and Employment:
Approximately 86% of the students are white; 14% are black; and the median family income is $7,398.00. Employment opportunities include industry, business, education (Western Kentucky University is located in Bowling Green), and agriculture.

Annual per pupil expenditure: $642.65

Number of schools: 8 Grade Levels: K-12

Number of students: 4808

Number of school staff: 290 Certified

Basic facts about the project 1973-74:
Year Project Began: 1971-72
Number of Project Staff: 1 (1971-73), 2 (1973-74)

Schools	Number of Schools	Grades	Students	Staff
Elementary	7	K-7	2800	173
Junior High	1	8-9	919	54
Senior High	1	10-12	1089	63

Source of Funding:

Federal-Part C	$165,000.00
Local Share	80,000.00

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The Project

Finances: The project began in 1971 with $105,000 in Part C funding. In 1972 the project was funded with $50,000, Part D. In 1973 the project was funded with $178,740, Part C. A new proposal was submitted each year in order for the project to be funded--the Bowling Green program was not a three year grant. Approximately two-thirds of the 1973-74 funding was budgeted for expansion of the Junior High Parctical Arts (Exploratory) Program; smaller amounts were budgeted for systemwide in-service in each of the schools, field trips, and other purposes.

Project Staff: The project staff includes a Project Director and a Research Coordinator. The Project Director, who works full-time for the project, was formerly a Supervisor and during the first two years of the project, had the responsibility of coordinating the program without another project staff member to assist him. The Research Coordinator, who works full-time for the project, was formerly an elementary teacher in the school system and a trainer (in-house consultant) for other staff members. The project staff serves all nine city schools; the Research Coordinator has spent a major portion of her time working with the elementary schools, while the Project Director has devoted his time to working with the Junior and Senior High Schools.

Training: Since the project began in 1971, approximately one-third of the City Schools' administrators, teachers, librarians, guidance counselors, and special teachers have received an intensive paid summer in-service, qualifying them as trainers or in-house consultants for the other staff members. The summer in-services emphasized the development of a plan of implementation for Career Education systemwide, through the utilization of the expertise of the in-house consultants; development of Career Education units to be taught during the school year; utilization of selected consultants, readings, and references for program development; and development of evaluative instruments for assessing attitudes twoard the program al all levels.

The project staff has conducted eighty hours or more of paid training for all administrators, teachers, librarians, special teachers, and guidance counselors in the city system. The training emphasized the diffusion of materials and ideas developed during the

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summer in-service; development of appropriate units by each staff member to be implemented in the classroom; articulation among and between grade levels; and planning for evaluation of the program.

Public Information: Within the district, the project shares information with a cross-section of the community by involving them as resource persons for Career Education units. Individual teachers invite one or more resource persons (parents are often involved) to be interviewed by the students, either in the classroom, on field trips, or by conference telephone. Over a thousand resource persons are involved in Career Education activities anually through this approach. In addition, the Junior High Practical Arts program is served by an advisory council from the community who give input into the exploratory program. Several civic clubs have signed "Human Talent Resource Cards" indicating their willingness to serve as resource persons for the City Schools.

Career Education activities have been featured at PTA Meetings, open house, coffee hours; in tri-weekly newscasts broadcast by the City Schools' Human Relations Specialist; in a City School news page featured six times a year in the local newspaper; and in news articles submitted by individual teachers. Information is disseminated outside the District (and among the schools) through the "Career Education REVIEW"; a bi-monthly newsletter featuring activities in each of the City Schools; through the consultant services of in-house consultants; and through the State Visitation Project, a program implemented in January, 1974, whereby educators from across the State have been participating in on-site visits to the City Schools in order to observe Career Education activities and to gather ideas for planning and implementing Career Education programs. Locally-developed units are sent as requested along with a series of articles written about the Bowling Green program; the "Bowling Green Career Education Manual for Teachers, Counselors, and Administrators," developed for dissemination; a project borchure; evaluative forms used for surveying students, parents, teachers, student teachers, visiting talent, and trainers.

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The School Instructional Program

Staff: Teachers and Guidance Counselors carry out Career Education activities in the classroom, working closely with special teachers and librarians in program articulation. Each principal serves as a resource person for his or her school. From the initiation of the project in 1971, one hundred percent of the staff have been involved in the Career Education program. The local Board of Education has made Career Education Board Policy; stating in Board Policy 3170 that "Career Education shall be an integral part of instruction in all grades and subject areas." New teachers are involved in the program with the aid of the in-house consultants, assuring that total involvement is a continuous part of the program.

Content: Staff members have developed a creed, goals, and objectives for Career Education at all levels; drawing from National and State publications, the project has developed a definition of Career Education principles supporting the operational definition; and staff members have developed a matrix stating the elements and goal statements for Career Education at each grade level. The Career Education program is not a separate entity from the academic world. Success of the program is based on its integration into the academic curriculum; Career Education is not a "fifth subject" in the City Schools. Through the project, the students receive the basic skills with the vocational skills integrated. The curriculum has been revitalized, not rewritten, to provide the student with a continuing experience which aids the development of an awareness of the relationship of self to home, school and community, through field observations and exploratory experiences integrated with classroom instruction in academic skills. The design is structured enough to give the teacher a feeling of security, but encouraged creative and imaginative approaches. The language of the Career Education program is universal and all teachers can communicate with commonality. The program involves the total staff, and is thoroughly institutionalized, K-12. The program is people oriented and life centered around the teacher, the students, and the person in the occupation.

Methods: In the elementary grades, students have the opportunity to become acquainted with a variety of occupations, using the U. S. Office of Education's 15 job clusters as a reference point for Career Education unit studies. All schools and all staff members use Career Education as their strategy for teaching; one or more resource persons are interviewed by the students as part of the unit study in an effort to humanize the curriculum. Relevancy to subject matter is achieved as students aid in planning their work, using traditional texts and reference materials to relate their application to the world of work and to the resource persons interviewed.

The Junior High students build upon their awareness of the world of work with the opportunity to experience "hands on" activities in the Practical Arts Program. This area affords the students a selection of ten of the fifteen job clusters for in-depth study and manipulation of the basic tools used in various occupations. Career curriculum units are presented in all classes; resource persons are interviewed as part of the continuing awareness of the world of work. Intensified guidance at the Junior High level assists the student in assessment of himself and his capabilities in order to plan and to prepare for his career.

During the High School years, students pursue their tentative career choice with a program of studies which will prepare them for future work. An on-campus High School Vocational Program provides the students with a variety of experiences for skill development. All academic areas include Career Education unit studies; again, the relationship between the subject being taught and its use in the real world is stressed as human resources are utilized. An on-campus placement service offers students employment positions in either part-time or full-time job situations.

Curriculum Materials: One hundred percent of the Career Education units implemented in the project are developed by the teachers. Teh project and school staffs also have utilized helpful commercial and noncommercial materials which were pulled together from existing resources or purchased in conjunction with annual ordering of materials and supplies; this project has not relied on "packaged"

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or prepared Career Education materials for implementing the program. At the Junior High School, the McKnight World of Construction, World of Manufacturing, and World of Power Programs were purchased: Also, the Junior and Senior High Schools purchased the Kentucky VIEW microfiche reader-printer for student use. Units were developed during the paid in-service hours set aside for Career Education before or after school hours. A Career Education Resource Center in each school houses the units, commercial materials, human resource lists, and other Career Education resources for that school.

Community Resources: Each school has cataloged community resource talent interviewed by the students. The project staff has made available to each school lists of prospective human resource talent from civic clubs. Each visiting resource person is given a certificate of appreciation for his involvement in the program, and is asked to complete a survey to assess his reaction to the program.

(d) Results and Accomplishments of the Project:

The implementation of the Career Education program in the Bowling Green City Schools has been the major contributing factor in:

-Establishing a comprehensive educational enterprise for all learners, K-12
-Establishing Career Education in the City Schools as a strategy for teaching and a vehicle by which articulation and unification of the curriculum has been accomplished
-Uniting the schools, the community, the family, and employers in a cooperative educational venture
-Providing systematic information, experiences, and guidance congruent with career development which allows the learner to make a realistic career decision consistent with needs, abilities, aptitudes, and personal goals
-Reinforcement of the career development process from initial career awareness, through exploration, preparation, and placement
-Integrating academic and vocational education as complementary and important components of the total Bowling Green program
-Achievement of relevance to the curriculum through infusion and integration into all subject areas and grade levels

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-Managing each student's interests through active involvement in planning, in the instructional activities, and in the evaluative process
-Establishing life-centered education through the utilization and involvement of human resource talent
-Relating academics to practical situations whereby students see a need for education
-Making more visible the activities and accomplishments of the students
-Improving communication and involvement with parents and community- a reciprocal relationship
-Disseminating Career Education information to a diverse group of educators from across the Commonwealth
-Exemplifying the need to establish a National Dissemination Center for Career Education in the Bowling Green City Schools

(e) Evaluation of the Project:

The third-party evaluation of the project has been carried out under the auspices of the Southern Association of Colleges and Schools. Our Third-Party Evaluator was:

Lillian Buckingham, Coordinator of
Placement
Baltimore, Maryland, Public Schools

The SACS Evaluation Team was:

Joe Clary, Executive Director
North Carolina State Advisory Council
for Vocational Education
North Carolina State University
Raleigh, North Carolina

Roy Giehls, Jr.,Consultant
Research and Evaluation
State Department of Education
Division of Vocational, Technical and
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Tallahassee, Florida

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Office of University Commitment-Human Resources
University of Cincinnati
Cincinnati, Ohio

Staff Representative:

B. E. Childers, Executive Secretary
Commission of Occupational Education Institutions
Southern Association of Colleges and Schools
Atlanta, Georgia

The Evaluation Team's Final Report begins on Page 23.

Miss Buckingham's Final Report begins on Page 51.

A COMPREHENSIVE CAREER EDUCATION

MODEL GRADES ONE THROUGH FOURTEEN -

A RESEARCH AND DEVELOPMENT PROJECT

Evaluation Report

Commission on Occupational Education Institutions

Southern Association of Colleges and Schools

Evaluators

Joseph R. Clary, Chairman
Marquita McLean
Roy Giehls, Jr.
Lillian Buckingham (3rd Party Evaluator)

Introduction

This report represents the best judgment of the three members of the Evaluation Team selected by the Southern Association of Colleges and Schools to evaluate the Comprehensive Career Education Project being carried on in the Bowling Green Indpendent School District, Bowling Green, Kentucky.

The Team has: studied the project proposal and other materials submitted to them prior to arriving in Bowling Green; reviewed materials made available upon their arrival; participated in individual and group discussions with administrators, teachers, guidance personnel, and others involved in the career education emphasis including members of an advisory group to the career exploration phase of the program; visited each of the schools in the system observing the teaching-learning process, reviewing the curriculum guides and support materials, conferring with principals, guidance personnel, librarians and others, and talking with students about their experiences; and reviewed other information furnished the Team in written form or gleaned through informal discussions.

Special care has been taken to be as objective as possible, recognizing some biases unavoidedly brought to the scene by each member of the Team. The Team recognizes the possibility of error through failure to see all it should have due to the shortness of time, misinterpretation of what was seen, or of generalizing more broadly than observations allowed.

The body of this report is a summary of what was read and seen and heard in connection with a visit to Bowling Green on April 28 - May 1, 1974. It is strongly believed that acceptance and implementation of these recommendations and suggestions can result in one of the most viable and exciting educational programs in the country.

Overview

The career education emphasis in the Bowling Green Independent School District can be described as a developmental implementation of an emerging concept. Great progress has been made. Some exciting things have happened. But there are things yet to be done. There are areas that need strengthening. There are others to be reached. There are many avenues for involvement not yet fully explored or developed. This is true for all the areas reviewed. Some of these will be pointed out in the various segments of the report.

It is the Team's understanding that special funding for this project through the State Education Agency will terminate in a few months. It wishes this were not so. The State has too much at stake in the use of this school system as a model, as a center for professional development, as a research base, and as a model to demonstrate how the educational process can be focused to assist a society in developing, appreciating and internalizing the self-worth of each of its citizens, to chance anything happening to these possibilities due to lack of State support. This support should be continued on a decreasing basis annually for a period of three more years by which time the local citizenry should appropriately assess and assume full responsibility for the career education emphasis in its public schools.

Regardless of outside funding, the Bowling Green School System stands on the threshold of serving as a model for the nation's schools. Will it do so? You face one of the greatest challenges of all time in public education. On one hand you can look back at the past three years and be proud of your accomplishments. Overall you have done a good job with what you set out to do. However, just looking back and being proud will probably signal the beginning of regression. But on the other hand there may be a "promised land" just over the horizon. But then, the hard questions come. How much do you <u>really</u>

believe in what you have done? Is it as good and as important as you have said it was? Has it made learning better and more pleasant and more relevant to all students? Where does it stand in the priorities of the students, the parents, the teachers, the administrators, the school board, the community? Just what are you willing to do, or give up, or change to assure its continuing further development? The next move is yours.

Administration

State Level

The project was funded through the Bureau of Vocational Education, Kentucky State Department of Education. A project monitor was assigned by the Bureau to assure that mandated procedures were followed and that project integrity was maintained.

Apparently no serious discrepancies were noted by the project monitor and thus state-level administration of the project can be described as one of "supportive partnership."

The State can ill afford at this time to terminate its participatory involvement with the Bowling Green School System in further development, implementation, and dissemination of the career education concept.

School District Administration

The project was locally conceived and has been locally implemented. Goals and objectives by component were formulated and time tables developed. These apparently have been kept on schedule and substantially met.

Board of Education

The Board of Education has given support to the project as funded and as developed through outside funding by such explicit actions as Board Policy

No. 3170 stating that "career education shall be an integral part of instruction in all grades and subject areas," and through such Resolutions as that of February 11, 1974 recognizing and commending "our staff for designing and implementing an outstanding career education program, and continuing to carry out board policy 3170 ..."

The School Board has rightfully involved itself in policy decisions and other supportive actions and delegated the implementation of the program to its salaried staff.

The real test of the Board's commitment to the career education concept and its priority in the Bowling Green City Schools will come at the end of the current funding period. What steps will it dare take to assure continuity, expansion and further strengthening of career education in the system?

The Superintendent. Superintendent James B. Graham has recognized the need for and given leadership to Board of Education policy support to the project. Furthermore there is much additional tangible evidence of his support to the funded project.

His recognition that an effort such as this needed specialized coordinating leadership and his selection of Otto A. Mattei, Jr. to provide that leadership demonstrates good administrative judgment. And very appropriately the authority and responsibility to act in a creative and flexible manner was given to the Career Education Director.

The addition of a Project Research Coordinator during the past year provides dramatic evidence of administrative recognition of the need for valid and objective documentation of the project's accomplishments.

A critical test of top administrative commitment and leadership will be reflected in what happens to career education in Bowling Green after this school year.

The Career Education Director. Administrative leadership by the Career Education Director has been most effective. It has been one of participatory involvement -- "the work we do together."

Recognizing that one key to success of the program was involvement, the administrative and teaching staffs were involved with the project director in designing the implementation aspects of career education project but only after it was funded. (Evidence of massive involvement in the original project proposal, however, was not found.) They (the "in-house consultants") have in both theory and practice been seen as part of the central leadership team.

The inservice and planning workshops for a cadre of key staff and teaching personnel from each of the schools who learned and planned and developed materials and ideas and who then accepted the responsibility for training and assisting others in their respective schools have contributed greatly to the high degree of success and involvement by all teachers particularly in the elementary schools and the junior high schools.

The leadership of the Career Education Director in the development of units in the cluster areas, assisting in strengthening community involvement, and development of the Career Education Manual has been exemplary. His assistance and support of the complementary projects (other closely associated special funded projects) to the career education emphasis has also been commendable.

The evaluation Team feels most strongly that such specialized administrative leadership as being given by the incumbent of this position is necessary to the continuing development and strengthening of the career education concept.

Project Research Coordinator. A Research Coordinator was added during the past year to coordinate the research activities necessary to provide project information and give leadership to the preparation of project information and

evaluative instruments, brochures, progress and quarterly reports, surveys for students, parents, teachers, student teachers, visiting talent and trainers.

The Project Research Coordinator has also served in a supportive role for staff members, documenting activities and gathering units and data for the resource center in the schools.

The person in this position has functioned well and made a good contribution to the success of the project.

Other Central Office Staff. There is evidence of support from and active involvement of all members of the Central Office Staff in the program. Especially noteworthy are the contributions of Chester Redmon in keeping the community informed of the progress of the project.

Building Principals. Much evidence, both tangible and intangible, was collected to justify the conclusion that the building principals have played key leadership roles in the successful implementation of career education.

The Elementary School Component of Career Awareness

Review of Project Design - Elementary

The design of the elementary component of the project is one of fundamental inclusion. From the very beginning the elementary school staffs of six elementary schools have been involved in the career education program's development, planning and implementation. This emphasis in the design is commendable and appears to provide the strongest linkage among the components. An additional viable aspect of the design is the communication linkage between the project staff and the individual school staffs. The weakest component in the project is that of evaluative research for "follow through" and articulation, especially in the vertical linkage between junior and senior high schools and to the upper levels of the project.

Related to this finding is the necessity for a stronger evaluative research and decision-making model -- one involving students, parents, teachers, counselors, other school personnel as well as community at multiple points. It should reflect periodic project information and project needs to undergird and improve subsequent educational decision-making. The process plan should move from the superintendency downward as well as laterally from the teaching staff to the project's own content and future directions aiding its instructional mainstreaming.

The latter comment simply intimates that if something is "worth doing" -- worthy of expenditure of funds and teacher energies; then it is worthy of intensive analysis for the good of the school system and should be accepted as a priority unless there is evidence to the contrary.

While involvement of the community as school resources and parents as evaluators is by far the most valuable public relations element, it came later in the project design. Early community influence on career project designs

tend to contribute to community ownership and a resulting sense of responsibility. This sense stemming from grass-roots involvement, supplemented by implementation and evaluation involvement produces a "pressure group" of external support (given the experience has had value) The "Public Advisory Group" often becomes a useful vehicle when it has had initial input on the project design The element just described is a time saving device producing better understanding of the advisory function and its activities Further, the public, as an ally, can enhance and strengthen provisions for continuing projects beyond the initial funding period. Advisory group members are effective in communicating to other publics as well as the superintendent, board of education members, state department of education personnel and others the advantages of (1) prioritizing curricular emphases, (2) reallocation of budgets relative to the public educational priorities and (3) the need for continuing administrative program coordination to maintain continuing effectiveness of an educational concept and need.

Review of Project Implementation

Finally, the results of our elementary visitations characterized the project qualitatively as being:

(1) Responsive to its elementary objectives for in-service,

(2) Effective in the involvement of the teaching staff at the elementary level (a) aided by teacher coordinators and (b) selected counselor input and support,

(3) Highly supported by the Elementary Principals (as evidenced in their Southern Association Evaluation Study and allowance of released planning time of teachers),

(4) Responsible for pupil increased knowledge of careers and world of work,

(5) Responsible for improved integration of career education and subject matter,

(6) Sensitive to the need to involve teachers in training to career education goals, teaching methods and activities,

(7) Strong in staff involvement,

(8) Attendant to staff developmental needs,

(9) Communicative with school staffs and other project participants (including school resources but exclusive of pupils);

(10) Weak in the following:

(a) Business-industrial involvement at the elementary school level,

(b) Broad and fuller inner-city understanding input and appreciation,

(c) Full counselor involvement throughout the project's three years in the area of evaluation and student "feedback",

(d) Research and follow-up (lately emphasized as a need);

(11) and strong in:

(a) Better teacher relationships and liaison (inter- and intra-elementary schools),

(b) Teacher creativity and resourcefulness,

(c) Teacher morale building,

(d) Project staff dedication and efforts,

(e) Effect upon pupil attendance,

(f) Student awareness of careers, and

(g) "Spin off" effects which were beneficial but unplanned.

The Guidance Component - Elementary

Review of Project Design

Two sets of specific goals are identifiable as the guidance component of the project. There are guidance program goals and general guidance goals affecting the schools' and the guidance programs' functional objectives. The sets of guidance goals are compatible with the career education design. They are supportive to the instructional program and directed toward the learner's personal internalization and behavioral change. In light of the small number of counselors and multiple assignments, it is understandable that at the elementary level, the goal impact of the career education guidance program has been minimal. The relationships between elementary and secondary school guidance is weak. The levels are separated by more than just distance. They are divisible by degrees of concept and commitment.

The junior high school's goal impact projects its broad and productive influences and successful goal attainments. The evidence is inescapable and noteworthy.

The senior high school displays much later involvement, limited development and guidance program growth only as the effect of the junior high school's program pushes upward.

Review of Project Implementation

The guidance component has included counselor in-service throughout and has gained during the last year some strengths in evaluation and "feedback."

The strength of the elementary guidance program can be found in teacher-implementation of guidance information and techniques. Supporting this positive aspect is the formation of guidance committees. While members of these committees feel they serve to give information and reactions only to the counselor, it is obvious that there is some career education relativeness as a communication by-product of their efforts.

More and improved counselor interpretation of pupil information relating career education to program and career choice should exist for parents, the entire school system and the public. Heavier responsibility placed upon the elementary counselors as coordinators of the elementary career education program should have positive utilitarian value for the project continuance beyond the initial funding period. However, the described is a condition which can occur only with increased counselor-staffing at the elementary level.

The strong elements of the elementary guidance component are:

(1) Early program involvement of the counselor,

(2) continuous in-service involvement of counselors,

(3) maintenance of career education records, longitudinal inventories and career education experiences by teachers and counselors,

(4) knowledge of the need for program articulation by counselors, and

(5) the counselors' transmission of effective guidance techniques to the classroom teacher.

The weak areas of the career education guidance component in the elementary school are found in the:

(1) Understaffing in counseling personnel,

(2) lack of central involvement in curriculum development--ongoing and based upon information gathered about pupils, their achievements and their needs,

(3) lack of counselor coordination of articulation activities from level to level, class to class and school to school,

(4) underutilization of the guidance program as a communication link with parents, business/industrial and public/community, and

(5) lack of qualitative and quantitative measurement information to

date and as prescribed in the objectives, summarized and disseminate, at crucial decision points in the project.

In summary, with all the important "givens" and accomplishments of the project, i.e , a good design, involved personnel, dedicated leadership, exemplary model, administrative support, implementation at the most relevant levels, physical allowances, and state endorsement, past efforts will succumb to the "conveniences" of the day without the systemwide input for decision-making and physical-fiscal commitment to career education as a priority. And since there are suggestions embodied throughout these two component reviews, elementary and guidance at the elementary level, the Team makes the following three concise recommendations:

First, establish a process of decision-making for curriculum design in all of Bowling Green's education based upon research and evaluative follow-up and interpretation. To our knowledge, the career education project offers the best and most immediate opportunity to do so to date.

Second, strengthen and systematize the elementary guidance program's developmental elements. At this time, it is fragmented (mostly paper and pencil assessment) and does not move smoothly from programming based upon what is known about developmental learning theories and the pupil relative to age, sex and ethnic needs to what is needed for collective and individual guidance in light of personal needs and career choice based upon self knowledge and self determination. Even the present project guidance objectives are not developmentally coordinated and systematized, either in delineation of levels or objective activities.

Third, gain an appreciation for and an acceptance of the valued involvement of the Bowling Green citizen constituency as participants in the advancement of an educational concept which the school system believes in, contributes energies to, and must necessarily allocate monies for to assure its continued existence. Without this element this project's elementary school career education concept will expire, damaging the school system's public credibility and, more importantly, its public accountability.

The Middle School Component

The middle school component of career education emphasizes career exploration.

Bowling Green Junior High School houses all 8th and 9th graders in the system. The organizational structure utilizes four eighth grade satellites, four ninth grade satellites and two special education satellites. Each satellite is a "school within a school" and students have been assigned to satellites and to home rooms within the satellites based on five factors. Thus, each satellite and each home room is a cross-section of the community of junior high school students.

The principal of Bowling Green Junior High School has provided the type of leadership which allows a new thrust or concept with merit to be successfully implemented in the school. She has studied the concept, participated in in-service programs, arranged for planning time, and devoted faculty and staff meetings to promotion and development of the concept. There is no way the concept could have been so well and completely implemented at the junior high school without major commitment from the principal. Each of the professional responsibilities enumerated under "The Role of the Principal" on page 11 of The Bowling Green Career Education Manual for Teachers, Counselors and Administrators (1974) was being met. It was obvious that career education had a high priority in the school.

The librarian has played a very important role in career exploration in assisting both teachers and students. Teachers are using library resources with groups of students more often. More and different types of resource materials are being requested. Career oriented materials are being collected. A "careers corner" has been developed. A high degree of use was being made of

the VIEW materials and the reader-printer. More individual students have sought information in the library.

The guidance program has been exemplary. The counselor-student relationships, the counselor-teacher relationships and the counselor-community relationships have been excellent. Group guidance methods have been widely and regularly used. And yet there is time for individual help. The whole gamut of career information (occupational, educational and personal-social) was being provided. Interest and other individual inventory instruments and records were being kept and interpreted with the students as needed. The professional guidance personnel have been properly allowed to use their time for professional guidance activities.

The traditional junior high school offerings have been revitalized as teachers have infused career information into the subject matter and have correlated with teachers in the practical arts exploratory areas and even with community activities. Students have had an opportunity for a "mini-look" at such clusters as Agri-Business and Natural Resources, Business and Office Occupations, Communications and Media Occupations, Construction Occupations, Health Cluster Occupations, Homemaking and Related Occupations, Manufacturing Occupations, Marketing and Distribution Occupations, and Transportation Occupations and a more in-depth exploration of a cluster of his choice. Both in-school and community resources were being used for these exploratory activities.

Additional resources were allocated to the school for new teaching staff, for equipment and for in-servicing of teachers and staff.

Efforts to link the school and community through an advisory committee are to be commended. The Team does not feel that this most-important communications link and source of information and advice has been utilized as effectively as possible - particularly in advising on the development of realistic exploratory activities for students.

The students in the junior high school appeared to be happy, active, working, and achieving. There was evidence of more informed educational planning going on than is the norm for students in these age ranges and grade levels.

The Team cannot within the limitations of this report describe all that was seen and heard to convince it of the high degree to which the career exploration component of career education is being implemented in this school. It is confident that the objectives of the project in this area have been achieved.

There are still some areas to be strengthened. Other cluster areas for exploration still need to be added. The library holdings of career information materials need to be strengthened and weeded as needed to assure currency. Full utilization is not being made of the advisory group. Stronger vertical articulation with the elementary schools and the senior high school needs to be achieved. Efforts to develop a program of continuous feedback from the high school should be made. Such a feedback service to the elementary schools should also be provided. More consumable supplies should be provided.

The Team is in agreement that the Bowling Green Junior High School career exploration component can serve as a model for the State and Nation. Resources must be found to allow it to do so.

Recommendations and Suggestions Concerning the Middle School Component

Recommendations. It is recommended that:

1. Exploration opportunities in additional occupational clusters be added as rapidly as possible.

Suggestions. It is suggested that:

1. Efforts to achieve more effective articulation between the elementary schools and the junior high school and the junior high school and the senior high school be increased. For example, both students and teachers at the elementary schools could benefit by a day of observation in the junior high school.
2. New and additional ways of working with the advisory committee be examined. One possible way would be stronger efforts to involving them on advising on appropriate kinds of realistic exploratory activities in their various occupational specialties which can be provided on the school campus.
3. Funds for additional consumable supplies for the career exploration activities be sought.
4. Efforts be made to develop a viable feedback system to the elementary schools and to have the senior high school do a similar thing with the junior high school.
5. Strong efforts continue to jealously guard planning time for teachers.

The High School Component

An examination of the curriculum at Bowling Green High School and a review of career related activities offered indicates that considerable change has occurred in this component since the project's inception in 1971. From the initiation of the project, a select group of teachers from this school representing various subject matter areas have been involved in efforts to define career education and coordinate the development of goals and objectives for the program. These same individuals have served as consultants to other teachers at this level, assisting in the identification and refinement of career-related activities and the preparation and integration of these activities into units of work in traditional subject matter areas.

At no time was there any indication to visiting team members that the concept of career education was to be considered as a separate entity in the total program at the secondary level. During a meeting of a member of the Team with the Senior High School Academic Council, a reluctance of certain staff members to utilize the term "career education" when working with students was noted. They referred to this approach as an expanded curricular effort.

There is evidence of broad staff involvement in the career education program at Bowling Green High School. A course catalog prepared for all incoming students includes a Yellow Page section containing descriptions of more than 20 occupations or occupational areas currently offered, with a general description of the career, employment opportunities and a suggested three year program of study. In addition, students enroll in a phase elective plan, thus permitting greater flexibility in curricular approaches to traditional subjects. Though members of the Academic Council indicated that certain course offerings had been withdrawn due to lack of student interest, the general trend was to increase the number of new course offerings.

Approximately 60 percent of the total student body is enrolled in an academic program leading to post-secondary education while 40 percent of the students are participating in both on and off-campus vocational skill offerings. On-campus preparatory vocational programs include Automotive Mechanics, Welding, Business and Office Education, and Distributive Education while other programs of an exploratory nature are available in such areas as Small Engine Mechanics, Building Trades and Aeronautics. Off-campus vocational offerings are available at Bowling Green State Vocational-Technical School in the areas of Commercial Foods, Health Occupations, Drafting, Electronics, Electricity, Graphic Arts, and Machine Shop. Those students not attaining entry level skills by the completion of their high school program may continue at the State school to develop competencies needed for entry level employment.

In addition to the academic and vocational programs, one section of special education is included in the high school curriculum. Eighteen students are currently enrolled in this program which provides both basic educational skills and a variety of "hands on" experiences such as basic woodworking, furniture refinishing, basic electricity, food service, and office machines. Assistance is provided to students in securing part-time employment while in the program. Cases were cited of former special education students who are now successfully employed in industry. However, no systematic procedures exist to assist all students leaving the special education program.

An observation of the academic curriculum indicates an effort by the concerned faculty members to develop in students a greater degree of both career awareness and educational awareness. Numerous cases were cited by teachers and students of community resource persons being utilized to provide descriptions of their occupations and the requirements for entry into these occupations. Displays in

the building corridors and classrooms indicated a thrust toward career decision-making. For example, classified advertisements pertaining to a variety of careers requiring persons with bilingual skills were observed in one foreign language classroom.

The role of guidance was less clearly defined. Duties such as scheduling and course descriptions for the student catalog have required a substantial portion of the staff members' working time. It was found that limited group guidance activities are provided, except for informational purposes. The opinion was expressed that a one-on-one counselor-student relationship provided the most effective results. A question might be raised, however, regarding the availability of the counselor in light of increased responsibilities and a large student ratio. This was evidenced in part by the reluctance of certain high school students to clearly identify career goals. Admittedly, the high school component has been in the unenviable position of providing awareness, exploratory, and preparatory experiences concurrently.

Limited information was available from the school regarding the whereabouts of its graduates or leavers. The number of college preparatory students completing a baccalaureate program was unknown as was the performance of former vocational students "on-the-job." Though there was some evidence of feedback from former students, this effort is not currently being conducted on a systematic basis.

In reviewing goals and objectives for Bowling Green Senior High School, it was found that all goals and objectives for the current year had been addressed and attained to some extent. Emphasis on occupational awareness has been continued at the 10th and 11th grades while there is evidence of a shift in emphasis toward educational awareness at the 12th grade. A variety of academic offerings are available with provisions made for additional courses based on student need. On the day of the visitation by members of the Team, students currently enrolled in

the 9th grade were being preregistered for high school. The high school cadre of in-house consultants has been expanded from 13 to 16, rather than the 30 as originally projected in project goals. Approximately 80 percent of the junior high students have made tentative career choices prior to entering high school. Due to a limited amount of time with guidance personnel it was not possible to ascertain whether 50 percent of the 11th grade students or 60 percent of the 12th grade students have made tentative career choices. In like manner, it was not possible to determine if 70 percent of the graduating students have been successfully placed. Perhaps in six months, additional data would permit some generalization regarding the attainment of this objective.

In light of the above findings the following suggestions are offered for the high school program:

1. A continued effort should be made to expand the number of in-house consultants at the senior high school level. Though much progress has been made, additional career education componenets are yet to be implemented. The number of in-house consultants should be expanded from 16 to at least 30 during the coming school year.
2. An advisory committee composed of representatives of business, industry, labor, civic organizations, governmental agencies, parents, and post secondary educational institution representatives should be formed and actively utilized to provide guidance and input for the development and continuation of the high school program. Increased articulation and communication is essential if students are to make a successful transition.
3. The role of guidance in the career development process should become more definitive. Alternative procedures and techniques should be examined which will allow guidance personnel to become more actively involved in working with students regarding their career aspirations

and plans. Increased use should be made of available resources such as Kentucky VIEW. Additional communication should be established with the Middle School counselors to facilitate student transition from grades nine to ten. Procedures should be established for the placement of all students, most especially those students enrolled in special education programs.

Evaluation

The Bowling Green Project is to be commended on its efforts to develop and implement an evaluation system for assessing the attitudes of students and staff toward career education. When it is considered that the project received variable funding support during the three year period and when it is further considered that additional staff was added during the third year, preliminary efforts are encouraging. This is by no means to imply that the evaluative data currently available are sufficient to permit management decisions regarding the initiation or continuation of activities and the allocation of available resources.

A concerted effort to develop and refine a comprehensive package for evaluation is essential. This effort is not only appropriate to the project under review, but to many projects with similar goals and objectives throughout the country. Though many attempts have been made to initiate such model efforts, few designs have emerged which provide valid data regarding program quantity and quality.

It was found that little technical assistance was provided the project by the Department of Education or Western Kentucky University. The responsibility for developing, validating, administering and analyzing evaluative data was apparently left to project staff and district personnel. Due to the nature of the post-test only design for the current year, many of the objectives relating to evaluation could not be assessed at the time of the team visit.

In light of the above findings regarding the evaluation of career education in the Bowling Green Schools, the following suggestions are made:

1. Immediate attention should be given the currently developed instruments to determine their validity and reliability.
2. Additional evaluative devices should be developed to assess the input, process and product of career education.

3. Input should be secured from various segments and components of the project to determine data needed for management decisions.

4. Additional devices should be developed to secure feedback from a broad section of the general public including business, industry, civic groups, and governmental agencies, in addition to reaction from parents.

In the event the project receives continued funding support, the following recommendation is made:

That the Kentucky Department of Education support efforts to develop procedures and instruments for evaluating model career education projects. Such support would include the development of a position paper outlining the relationships of the Department, Western Kentucky University, and the Bowling Green School District in the developmental process, and the types of technical assistance to be provided for such an effort.

Related Projects

A special note should be made about three very closely related but separately funded projects or activities which have been and continue to be of vital importance to the project here and its effective dissemination.

1. Personnel Development for Career Education. This project had a basic purpose of disseminating the ideas, methods and techniques being used in the Bowling Green City Schools to other education systems and to assist other educators in developing their concept of career education. This is a tremendously important project and should be continued.
2. Dissemination of Information Relating to Selected Aspects of the Bowling Green City Schools Career Education Projects. This excellent project had two major objectives:
   (a) To develop and produce a series of slide and accompanying written commentary outlining the career education concept and the Bowling Green Career project.
   (b) To develop and publish a manual, to be given to each project visitor which contains the following:
      (1) Separate chapters on implementation procedures for teachers, instructional supervisors, principals, and school superintendents,
      (2) A chapter on promotion and effects of community involvement,
      (3) Summaries of the major ideas and concepts used in the Bowling Green project,
      (4) A collection of sample lesson plans and/or curriculum guides developed by Bowling Green teachers, and
      (5) An annotated listing of the resources found to be most useful in the Bowling Green project.

This project has made and continues to make a very important contribution to the effective dissemination of the results of the project.

3. Research Related to Bowling Green Independent School System's Comprehensive Career Education Model.

This project conducted by Western Kentucky University had the objective of providing decision makers with relevant empirical data for purposes of enhancing and strengthening programs of career education in the Commonwealth of Kentucky. It involved the collection of data from and concerning sources essential to a program of career education in any setting; the home, school, and community.

The Team was highly supportive of these three projects and recognizes the important contributions to be made by each.

General Recommendations

To the State Agency. It is recommended that:

1. Fiscal assistance from the State be continued for a period of three more years (with decreasing levels of support annually) to enable the continued development, strengthening, and institutionalization of the career education concept in the Bowling Green Independent School District.
2. Major use be made of the experiences of this District in providing a model for other districts in the State and for professional development of administrators, teachers, and policy makers.
3. The State accept responsibility to give increased evaluation and research support and leadership in project information dissemination.

To the Local Board of Education. It is recommended that:

1. Every effort be made to convince the State Education Agency and other State and/or Federal policy and funding agencies for educational purposes (including the State Legislature) of the importance of continuing this effort and of the implementation of similar efforts throughout the public schools of Kentucky.
2. The Board of Education and its staffs continue to assess its educational priorities and allocation of scarce local resources to determine the priority level to which this concept is to be assigned. It is to be first, fifth, or fourteenth? Where does it stand in terms of priorities of the community? Is it high enough to consider reallocation of existing resources? Is it high enough to seek additional local resources? Or is it high only to the extent of outside funding sources? We believe these questions must be involved in local assessment activities.

3. That the career education concept be further developed, implemented, and institutionalized into the Bowling Green School System.

4. That a career education director be maintained on the central office staff to provide continued strong leadership of the type currently being given. We believe this is imperative to continued progress.

5. That the excellent research base begun during the past year be continued and strengthened.

In the event the project receives continued funding support from the Federal, State, or Local levels the following recommendations are made:

1. It is essential that coordination of the entire project be continued. The leadership provided the program by Mr. Otto Mattei and Mrs. Judy White has indeed been exemplary. Teachers, administrators and staff members indicated repeatedly the necessity for continued coordination and leadership.

2. Workshops and in-service efforts should be continued to provide a vehicle for increased communication between various levels of the total school program. Vertical articulation appears to be a problem, and in this respect Bowling Green does not have a "corner on the market." Increased efforts should be made to improve articulation within the system as well as outside the system as indicated earlier.

3. Serious consideration should be given to the design and implementation of a comprehensive placement and follow-up system for all graduates and school leavers. Such a system would not only provide assistance to students as they make the transition from the public school setting to subsequent activities, but would provide a viable means for continually improving and updating the total curriculum for the Bowling Green Independent School System.

Additional recommendations are found on pages 12, 15, and 23.

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LILLIAN BUCKINGHAM'S - ANNUAL REPORT

In accordance with the contract between SACS and the Kentucky Bureau of Vocational Education, the evaluator is to submit a final report summarizing the findings on "A Comprehensive Career Education Model Grades 1 Through 12 - a Research and Development Project of the Bowling Green Independent School District" by July 15, 1974.

In order to give perspectus to the final report of the evaluations, these activities have been ongoing:

Nine on site visits to Bowling Green - September 10, October 11-12, November 30, 1973; January 10-11, February 11, March 22, April 29-30 and May 1, May 24, 1974.

Reports - evaluative summaries prepared after each on site visit, mid-year interim report and the final summary; three party evaluation team report with evaluator serving as a facilitator for the team.

Discussion with the Career Education Technical Committee January 11 and subsequent written summary of pertinent personal observations made by the evaluator.

School Visits - Seven elementary, one junior high, one senior high, the vocational technical center, the Bowling Green Community College and Western Kentucky University.

Monthly Meetings with the Career Education Project Staff, the Superintendent, the Director of Community Relations.

Staff Personnel Meetings - all principals, all counselors, all in-house consultants, various school committees, chief administrative officers, members of the Board of Education, placement officer from Kentucky State Employment Service.

Parents, Children, Community Leaders - Discussions

Library of materials - furnished to the evaluator by the Project Staff, consisting of a copy of every report, written unit, survey, newsletter, news articles in school and local newspapers, quarterly reports, communications to and from the career center to other school systems personnel, evaluations, handbook, senior high school choice book.

Faculty Meetings, Chamber of Commerce Meetings, visit to classrooms K through 12.

Meeting with the various officials of the State Department of Education and professors from WKU.

The evaluator has furnished detailed reports of each component, practices, weaknesses and strengths as seen, and has made recommendations and suggestions for the continuance of this exemplary project. The facts summarized here are reflections of the monitoring of the Bowling Green Career Education Project and are detailed in previous reports. However, there should be some re-emphasizing of the strengths in light of the recommendations. In each case where the evaluator has asked pointed questions and/or made recommendations for improvement for strengthening a phase of Career Education, the Project Director and the Bowling Green Staff have responded

positively. For example, the selection of a Task Force of counselors to plan and implement strategies to inform students, community and staff relative to the development of its sequential, developmental, preventive operations; ways of expanding and refining CERC, meeting with the Dean of the Community College of Bowling Green; developing summarizing reports of contacts and activities of the Career Education Staff with other school districts.

The overall goals as conceived, and implemented, have been substantially met within a time frame with dedicated leadership, totally involved personnel, administrative support, physical allowances, and state endorsement.

ADMINISTRATION

The School Board has officially endorsed the concepts and given real support to the implementation process. At the close of this funding period, what real support can it engender to continue this exemplary project in Career Education for the Bowling Green community of students and staff?

The Superintendent, Dr. James B. Graham, has been extremely supportive of his belief in the project and has given leadership to the Board of Education policy, has allowed for flexibility and creativity within the Staff, has made changes to accommodate the need for additional staff and has sought continuous support from the State Department of Education for the Career Education Project.

Strong coordinating leadership and imaginative approaches to Career Education has been furnished by the Project Director, Otto A. Mattei, Jr. He has inspired the total staff, has been most effective in the development of team spirit, in strengthening the community involvement, in developing the Career Educational Manual and has worked cooperatively with all who have worked for the good of youth. Such specialized

leadership will be essential to strengthening and developing even further the Career Education concept.

The Project Research Coordinator, Mrs. Judy White, has been an invaluable arm to the Project Director through coordinating research activities essential for the project review and analysis. She has provided project information, given leadership to the preparation and dissemination of various reports, progress, reviews, surveys of all types, has documented activities, gathered, and sorted the various data.

There is much evidence of the support from the various members of the Central Office Staff. Especially noteworthy is the expertise of the Director of School Community Relations, Chester Redmon, in his use of all media to inform the total community of the Bowling Green School activities. His particular skill is an asset to any program.

There is much evidence that points out the impact that the building principals have made on the Career Education programs in their school as they have given total support for the implementation of the program. Without them it is not likely that the program would have been as successful and ongoing.

TEACHING STAFF

The continuing enthusiastic response to an individualized approach to curriculum by the staff is reflected in a variety of approaches to the program. These exemplary activities either carried out by them, or impacted on them, should be noted:

A background in Behavioral Sciences

The continuation and expansion of project PEOPLE as the means of implementing Career Education systemwide.

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The preparation of a Career Education matrix for student outcome.

Unit writing in uniform procedures with further provision for individual creativity.

The number of pre-and in-service training courses through the year to develop a cadre of knowledgeable in-house consultants.

The maintenance of a packet information system on each student dealing with all facets of decision making, experiences, and activities for future growth.

The effective assistance of the librarians to teachers and students.

The development of a file of resource people and use of the interview technique.

Counselors and teachers working together to arrive at a team concept.

Close working relationships with WKU.

Generation of an Academic Council at the Senior High as an effort to effect high school reorganization and potential to provide smoother articulation from junior to senior high.

The grasp of significance of attitudes, self-concept, and decision making as critical concepts of Career Education.

The phase elective system that provides for interaction between the Career Education Staff and the Teaching Staff.

GUIDANCE STAFF

The exemplary program in the middle school that encompasses a total guidance and counseling system.

Teacher implementations of guidance information and techniques in the elementary school.

Recognition of the need for elementary counselors as essential to the Career Education process with the subsequent assignment of one counselor in each

elementary school.

Recognition of the need for counseling input by the principals requesting through the Superintendent that the State Department of Education grant four and one-half days of additional in-service training for counselors.

SINGULAR PRACTICES AND/OR TECHNIQUES

Teaching of cluster concepts via teacher-prepared units.

Provision of satellite groups for exploratory experiences.

Participation of all students, including those in special education, in mini-courses, exploratory, and preparatory experiences.

Individualized approach to students and counseling impact via the Alternative Learning Center.

The provision for and the use of materials in CERC.

The employment of teachers in specialized areas for the exploratory units in the middle school.

The availability of mini-courses for an indepth exploration for the ~~10~~ 9th grade students.

The preparation and dissemination of a Course Catalogue for the Bowling Green High School with the unique Yellow Pages section.

Phase electives plan allowing for greater flexibility in curricular approaches to traditional subject matter.

Provision for on-and off-campus study of vocational skill subjects.

Issuance of "Career Education Review" twice a month to diffuse information within the school system and disseminate outside the school system.

7.

COMMUNITY AT LARGE

The close association of the Bowling Green Administration to the Chamber of Commerce.

The use of the community as resource people for the various projects.

The series of closely related, but separately funded projects: "Dissemination of Information Related to Selected Aspects of the Bowling Green City Schools Career Education Projects" and "The Research Related to the Bowling Green Independent School Systems Comprehensive Career Education Model".

RE-EMPHASIS ON RECOMMENDATIONS MADE THROUGHOUT THE YEAR

Seemingly true that all projects have short term funding by agencies outside the local school districts and do not allow for strengthening, refining, or true long-range evaluation of the impact of a program on students' achievements and preparation, the local districts must somehow continue if they believe in a concept. Career Education is now a part of the total Education Renewal Process.

LOCAL

While Career Education has been operating successfully in Bowling Green and has grown in substance, it now faces funding limited to the local school system. Various school personnel have declared that the concept, methods of proceeding, and involvement of the staff will not retrogress. Again it needs revitalization and opportunities to prove its firm conviction in what it hopes to improve. (Refer to the Evaluation Report of the Three Member Team - page 49, item 1, 2, 3, 4 and 5).

These recommendations to the local school district have been made throughout the year but this time the refocus is in light of inner local financial strength and commitment. These are not listed in order of priority but they do exist as items to be tackled.

Re Counseling: Guidance and counseling are considered morale boosters as well as facilitators and implementors for Career Education. A forward step was taken when the Superintendent has approved the assignment of a qualified elementary counselor in each elementary school. It is of paramount importance that an additional qualified professional counselor, thoroughly knowledgeable about secondary education, be appointed to head up the counseling department in the senior high in order to plan an integrated articulated counseling approach that moves Career Education aspects forward and beyond K - 12. (Refer to Evaluation Report of the Three Member Team - pages 33,34,35,37 42,43 Item 3).

Additionally, the Task Force of Counselors should continue to develop its manual of activities as an approach to publicity for understanding its functions, and broadening its teacher-counselor relationships and operations.

Re the Community: Bowling Green is commended for the warm and close cooperation it has with the number and variety of community forces and their involvement as resource specialists. However, it does not have true Advisory Committee.

In setting up an Advisory Committee, it is of paramount importance that a pre-planning, on-going school committee and a few selected community leaders study the strategy for structuring a true Advisory Committee, the number of members that cut across the socio-economic structure, the allotment of time and frequency of meetings, an agenda of long range objectives to be accomplished, and identifiable outcomes that can be readily measured and give reason for the movement within committee structure, and to seek out new ways of utilization of an Advisory Committee. A project that might be undertaken could well be the search by a sub-committee for possible funding sources, or the search for a book company that could publish materials that have been written and field-tested by the Bowling Green teachers. (Refer to the Evaluation Report

of the Three Member Team - pages 30, 31, 39 item 2 and 43 item 2.)

Re Program: There are excellent programs of study existing at each educational level. However, there is a need to articulate from level to level and from school to school. Since counselors function through developmental and continuous guidance activities, it would seem logical for the counselors to be the tie that binds.

Bowling Green is committed to assisting all students via self-identity, exploration, orientation, and preparation for life. There are "generalists" students who have potential, that are late awakeners, or who may have no manipulative skills, or may not have academic ability. Again the staff should search out for other ways of helping these "generalists".

Another very possible strength can be the continuation of a strong industrial arts department in the middle school and an extension of vocational technical training into the curriculum of the Bowling Green Senior High School for a true comprehensive educational coverage. An imaginative approach to meeting needs of all youth could well be instigated by the community leaders, administrators of Bowling Green Schools, and fostered by the proper State Department of Education chiefs.

Re CERC: The materials gathered and/or initiated should be constantly refined, updated and maintained in the central files and made available through an efficient library exchange distribution system to the staff.

Re In Service: Since the total school system has officially stated its belief in PEOPLE, the essential teacher involvement, and has accomplished the majority of its goals and objectives, the system must continue to develop, reorient and improve the staff's approach to educational renewal for youth. Since there is limited funding sources available, the school might give credit for certification to all staff members who are enrolled in in-service courses. Credit could also be applied to staff members who

write units that exemplify the best approach to a cluster, a subject, etc.

Re Placement: Bowling Green has taken a step to bridge school to work through the provision of a state employment individual stationed in a school on a limited basis. As such, the rich mine of information relative to school programs, youth achievement, successes, failures and reasons is lost. It is another financial burden to assign a school personnel on a full time basis to coordinate placement (part-time, temporary, full time) for all youth, graduate or early school leaver. Yet the system can derive much information for its programs. There is a constant drive to involve community; but are not youth community? Are their recent experiences not germane and provocative of curriculum change when needed? It is therefore recommended that a staff personnel be assigned the task of placement and concentrate on a follow-up of all who exit from school and/or enter institutions of higher learning.

A formal six month follow-up of each exiting student should be made to determine his progress, how, where, what and his suggestions for the improvement of the school programs, and weaknesses, or strengths in order to make analyses of the school system's impact on youth.

Perhaps an accompanying letter with an attached survey to the parents with questions geared to their reaction to school programs would give greater emphasis to parent power, interest, knowledge and opportunity to react positively to school. This could be a real vehicle for system growth and interest in the reflections of a community nature. (Perhaps funding through sources other than the local school or state department?)

Further close articulation could be appropriately tied in with the schools beyond high school to determine the effectiveness of high school programs and at the same time draw in the "distant professorial clime".

A different follow-up form should be devised to ascertain the relevance of subjects taught, methodology, preparation, and suggested practices. The high school, too, could prepare a survey of their expectations of college programs relating to the school practices and philosophy. (Refer to Evaluation Report of the Three Member Team - page 50 item 3).

Re WKU: The rapport between the many departments of WKU and Bowling Green School System has proved beneficial to both. It is recommended that WKU co-develop with Bowling Green a sophisticated instrument to substantiate the effect of Career Education on student attendance, reading level improvement, student curriculum choices, adaptation of the curriculum so that the product of Career Education reflects the total involvement entry through exit. The project could well take six to nine years to derive the full impact the Career Education has had on the school and the students. Such an intensive analysis should be accepted as a priority for the good of the system.

Since Bowling Green Staff has been sensitive the various tests used in the process of helping youth, the two school professional groups might study surveys of self-concept and attitude rating scales.

Re Project Director: The leadership qualities of Otto Mattei, Jr. are rare. Bowling Green should still enlist his expertise in coordination and leadership.

THE STATE DEPARTMENT OF EDUCATION

Various State Department Chiefs have expressed keen interest in the growth of Career Education and have fostered the program in Bowling Green. The evaluator has been pleased by their personal attention given to the project and is also aware of the politics that exists, even as throughout the country, and the tight rein that must be held on all projects. However, in addition to the meetings of the

State Personnel and the subsequent written reports, there are still recommendations that should be made and acted upon favorably.

Re Bowling Green Project: The Bowling Green project is exemplary, has attained its major goals, has developed a core of excellent teachers and produced unique approaches to the Career Education concept, and is managed by an excellent administrative force. If the State Department wishes to evaluate the impact of the theory in practice, it needs to continue its funding of the Bowling Green project as a model. (Refer to the Evaluation Report of the Three Member Team - page 25 paragraph 2 and page 49 items 1 through 3).

Re Library of Career Education Resource Units: Designate a member from each county to serve as a member of the larger state committee to assemble and study the various units that are in use in that county and forward to the state library.

Utilize an internship program in Career Education to develop strategies for unit writing, refining, and updating materials.

Critique commercial films and materials for possible use; buy, if appropriate and circulate throughout Kentucky.

Have each county survey its staff or needs and equate with the available worthwhile materials.

Re VIEW: Refer to the personal observations made by the evaluator on January 11 relative to the expansion of VIEW. This machine is an excellent vehicle and worthy of expansion.

Re Areas of Development: The State Department should plan a true wrap up session involving selected superintendents, principals who exemplify the epitome of reaching a goal, a public relations expert, and counselors to develop a statewide approach to the Career Education concept, especially a successful Project Director.

Additional areas to be developed should be

In-service courses

Content for in-service

How to use and develop surveys

The development of an evaluation system that is practical and understandable

Group Guidance techniques involving the counselors and selected staff in the demonstration schools

A PERSONAL NOTE

The evaluator feels that any project being funded by any means should have a monitor evaluator who meets monthly with the staff to review, listen to, ask questions of and give a dispassionate direction to those who are involved with implementation and evaluation processes.

(f) Conclusions, implications and recommendations for the future:

The accompaning Career Education Manual contains the basic conclusions regarding this project. The reader should familiarize himself with the Manual as he reads this report.

Dr. Kenneth Hoyt in his discussion paper entitled "An Introduction to Career Education" sets forth several conditions necessary for the implementation of a comprehensive Career Education program. Our findings strongly reinforce his conclusions, especially those regarding the importance of an in-service programs for teachers.

A well conceived and executed Career Education program must be thought of as "developmental" for teachers and students alike. This means working with teachers at their own level of understanding and on their own grounds. It is interesting to note that pre-in-service attitudional surveys reveal a high acceptance of the basic Career Education concepts. These concepts, advanced by educational leaders throughout the country, were intitally accepted by the Bowling Green staff at the 93% level. Following an in-service program of four weeks this figure increased to 98%. When our teachers go into other school districts as consultants, they report an initial high acceptance of Career Education concepts. Therefore, it can be concluded that Career Education concepts are viewed by teachers initially as being valid and reasonable.

Leadership for a Career Education program in a school system may spring from any level of administration or area of instruction. The vital initial goal is to involve all basic skills teachers (Language Arts, Social Studies, Math and Science) in program design and implementation. The sooner this can be brought about, the better. In Bowling Green we had 85% involvement of the total staff by the end of the first semester and 100% by the middle of the second. Because basic skills teacher involvement is so critical to a successful program, the leadership must be able to relate to and understand these teachers. Those project directors with a Vocational Education background may have difficulty relating to these teachers and may need special training to help overcome the problem.

Most people in education recognize that Junior and Senior High School teachers are subject centered. This should present no problem if the principle of "working with teachers in their own area" is applied. Career Education for secondary teachers should come through the subject area rather than areas of occupation or cluster. These teachers are asked to eatablish the relationship that exists between the classroom and working world by involving people that "use" what is being taught.

Teachers will accept Career Education more readily if it is not defined as merely "studying about jobs." They respond to the idea that man has four "careers"; vocational, avocational, family and citizen. The terms "life style" and "life-centered education" have meaning for teachers. In Bowling Green our program success is tied closely to the fact that we utilize human resources as the "organizing center" at all levels. (See page 20, Manual). All students are taught the interview technique. (See page 21, Manual). The questions asked cover the human elements as well as job elements. So the student (First graders as well as Twelfth) see people as well as jobs.

Most administrators are concerned about the cost of establishing and maintaining a Career Education program. While there are variances based on the extent to which the exploratory phase will be implemented and the availability of preparatory (Vocational) training, the initial cost is relatively low. The cost for basic skills staff in-service activities should not run more than one-third of one percent of the instructional staff budget. This includes in-service for in-house consultants (trainers) and design and development of the local plan. It also includes in-service for the total staff under the guidance of the in-house consultants. A full description of the program is contained on pages 16-19 in the accompanying Career Education Manual.

According to third-party evaluation, the Career Education program in Bowling Green is one of the very few comprehensive, K-12, programs in the nation. It has served as a State demonstration model during the 73-74 school year. Teachers from the program have done extensive consultant work in other systems.

APPENDICES

APPENDIX A

BIBLIOGRAPHY

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APPENDIX B

STATISTICAL TABLES

APPENDIX B

On the following pages are the results of attitudinal surveys administered to students, teachers, student teachers, visiting talent, and participants in the State Visitation Project, as part of the internal evaluation of the Bowling Green Career Education Program.

Table I represents a comparison of Elementary and Junior High results over the three year period, 1971-74. (Senior High students were not formally surveyed the first year of the project.) Overall, students indicated a 90% positive response to the Career Education program at the end of the third year, up 12% from an overall 78% response at the end of the first year in 1972. Elementary students' positive response increased steadily over the three-year period; Junior High students decreased 1% between the 1972-73 and 1973-74 school years, reflecting the halo effect on a newly initiated program. However, Junior High students, over the three year period, showed an 11% increase, from 75% in 1972 to 86% in 1974.

Table II represents a comparison of teachers' response to attitudinal surveys over the three-year period. The halo effect is reflected in small fluctuations among levels from year to year. An unusually high positive response, 97%, resulted at the end of the 1974 school year, reflecting teachers' acceptance and enthusiasm for the Career Education program.

Tables III through VI (c) give results from student and teacher surveys for the 1973-74 school year. Table VII indicates an 89% positive response from student teachers surveyed. Table VIII illustrates a 99% positive response from visiting talent- a testimonial to the acceptance and support given the Career Education program by the community. Table IX shows a 97.8% positive response from educators' participation in the State Visitation Projec.

From these statistics, the impact and value to those involved in the Career Education program, either directly or indirectly, can be estimated, reflecting the overall success of Bowling Green's Career Education effort.

APPENDIX B

Statistical Tables: Career Education Project Final Report, FY 1973-74
1971-72
1972-73
1973-74:
A Comparison

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Table I; Project PEOPLE--Bowling Green City Schools

Sample Surveys

1971-72; 1972-73; 1973-74: A Comparison
Career Education Surveys for Students

At the end of the 1971-72 and 1972-73 school years, elementary and junior high school students in the Bowling Green City School System were given a survey in an effort to assess their attitudes in regard to the Career Education program. At the close of the 1973-74 school year, students were given a similar survey. Below are the results for the surveys as a comparison of the change of attitude, if any, over the three-year period:

School(s) Surveyed:	Percentages of Positive Response:			Increase in % of Positive Response:		
	1971-72	1972-73	1973-74	71-73	72-74	71-74
Total Elementary:	81%	88%	94%	7%	6%	13%
Bowling Green Junior High:	75%	87%	86%	12%	-1%	11%
Total Elementary and Bowling Green Junior High School:	78%	87.5%	90%	9.5%	2.5%	12%

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Table II;Project PEOPLE-Bowling Green City Schools

Sample Surveys
1971-72; 1972-73; 1973-74; A Comparison
Career Education Survey for Teachers

Selected Items:	School(s) Surveyed:	Percentage of Response:		
		71-72	72-73	73-74
Has the Career Education program been of benefit to the students?	Total Elementary	100%	100%	100%
	B.G. Jr. High	100%	100%	100%
	B.G. Sr. High	98%	97%	95%
Have you, as a teacher, benefited from the program?	Total Elementary	98%	97.3%	100%
	B.G. Jr. High	100%	100%	96%
	B.G. Sr. High	96%	94%	95%
Have you observed your students' knowledge of the World of Work increasing?	Total Elementary	98.7%	92.3%	100%
	B.G. Jr. High	95%	100%	93%
	B.G. Sr. High	98%	87%	95%
Average of Percentages:	Total Elementary	98.9%	96.6%	100%
	B.G. Jr. High	98%	100%	96.3%
	B.G. Sr. High	97%	93%	95%
Total:		98%	96.5%	97%

Project PEOPLE-Bowling Green City Schools
Sample Survey

1973-74
Career Education Student Survey-Elementary
School Total Elementary

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Grade or Level K-7

Directions: Read each question carefully,*(or listen carefully as your teacher reads each question to you). Then circle Yes or No. (The Happy Face column means Yes; the Sad Face column means No.) You will not be graded on this--there are no "right" or "wrong" answers--just answer according to how you feel.

Yes ☺	No ☹		
96%	4%	1.	I have enjoyed talking with workers (people who work) and learning about the World of Work.
91	9	2.	I like to interview (talk with) people about their work.
96	4	3.	I have learned new things about workers and their jobs.
91	9	4.	I have learned many things this year which will help me later on when I choose a job.
99	1	5.	I hope I will have a good job when I grow up.
96	4	6.	Going to school will help me to be prepared (get ready) to have a good job.
92	8	7.	I want to learn more about the World of Work next year.
90	10	8.	My school subjects seem to "fit in" with the things we have learned about the World of Work.
Total:			
94%	6%		

What do you (think) you want to be (when you grow up?_____

* Items included in the primary form of the survey which differ in wording from the intermediate form are given in parentheses.

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Table IV

Project PEOPLE--Bowling Green City Schools
Sample Survey

1973-74
Career Education Student Survey--Junior High

School Bowling Green Junior High School
Grades 8 and 9

Directions: Read each question carefully, then circle "Yes" or "No." You will not be graded on this--there are no right or wrong answers--just answer according to how you feel.

Yes	No	
76%	24%	1. Studying about occupations is interesting.
91	9	2. Learning about jobs I am interested in is worth using school time for.
95	5	3. Everyone's job is important.
92	8	4. I see a need for school, because the subjects I take will help me in preparing for my future job.
77	23	5. I know more now about people's jobs than I did when school started.
88	12	6. School is helping me to prepare for the job in the future.
89	11	7. In school we learn many things which we will use later on in a job.
77	23	8. Because of school I am thinking more and more of what I want to do in life.
Total:		
86%	14%	

My career choice at this time is: _____

_____

Table V

BEST COPY AVAILABLE

Project PEOPLE--Bowling Green City Schools
Sample Survey

1973-74
School: Bowling Green Senior High School
Grade(s): 10-12

During the past three years, an element known as Career Education has been introduced into the Bowling Green High School curriculum. The purpose of this survey is to determine your response, if any, to this new approach to teaching. Please respond to the survey by circling yes or no.

Yes	No		
57%	43%	1.	Learning about occupations through interviewing people about their work has been beneficial to me.
69	31	2.	My subjects in school seemed to "fit in" with my intended career.
89	11	3.	I see a need for school, because the subjects I take will help me in preparing for my job in the future.
53	47	4.	My educational experiences have helped me decide on my career.
49	51	5.	My teachers seemed to be able to make their subject more meaningful by relating it to the World of Work.
47	53	6.	Interviewing people has helped me better understand the relationship that exists between the school and my future life style.
77	23	7.	I would like to have more of my academic classes presented in such a way as to make them more relevant to my needs.
87	13	8.	I plan to continue my education after high s school.
Total:			
66%	34%		I plan to enter a full time job after I complete high school. (This item was included for informational purposes.) Yes_____ No_____

Table VI (a)

Project PEOPLE--Bowling Green City Schools
Sample Survey

1973-74

Career Education Survey for Teachers

School Total Elementary

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The following questions were given to teachers in an effort to assess their attitude toward the Career Education program:

Yes	No	
100%	0%	1. Has the Career Education program been of benefit to the students?
100	0	2. Have you, as a teacher, benefited from the program?
100	0	3. Have you observed your students' knowledge of the World of Work increasing?
92	8	4. Have the students expressed a continuing interest in the program?
78	22	5. Have you observed greater interest in the Career Education program from the home and from the community?
92	8	6. Do you feel that the program has facilitated articulation between grade levels as to the interest shown in others' projects and activities?
100	0	7. Have resource persons expressed a positive response to their involvement in the Career Education program?
Total:		
94%	6%	

Comments: _____

_____

_____

_____

_____

B-6

Table VI (b)

Project PEOPLE--Bowling Green City Schools
Sample Survey

1973-74
Career Education Survey for Teachers
School Bowling Green Junior High

The following questions were given to teachers in an effort to assess their attitude toward the Career Education program:

Yes	No		
100%	0%	1.	Has the Career Education program been of benefit to the students?
96	4	2.	Have you, as a teacher, benefited from the program?
93	7	3.	Have you observed your students' knowledge of the World of Work increasing?
81	19	4.	Have the students expressed a continuing interest in the program?
81	19	5.	Have you observed greater interest in the Career Education program from the home and from the community?
81	19	6.	Do you feel that the program has facilitated articulation between grade levels as to the interest shown in others' projects and activities?
100	0	7.	Have resource persons expressed a positive response to their involvement in the Career Education program?
Total:			
90%	10%		

Comments: _____

_____

_____

_____

Table VI (x)

Project PEOPLE--Bowling Green City Schools
Sample Survey

1973-74
Career Education Survey for Teachers
School Bowling Green Senior High

The following questions were given to teachers in an effort to assess their attitude toward the Career Education program:

Yes	No		
95%	5%	1.	Has the Career Education program been of benefit to the students?
95	5	2.	Have you, as a teacher, benefited from the program?
95	5	3.	Have you observed your students' knowledge of the World of Work increasing?
90	10	4.	Have the students expressed a continuing interest in the program?
84	16	5.	Have you observed greater interest in the Career Education program from the home and from the community?
68	32	6.	Do you feel that the program has facilitated articulation between grade levels as to the interest shown in others' projects and activities?
100	0	7.	Have resource persons expressed a positive response to their involvement in the Career Education program?
Total:			
90%	10%		

Comments: _____

_____

_____

_____

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Sample Survey

1973-74

Project PEOPLE-Career Education Survey for Student Teachers

We hope that you have found your Student Teaching experiences valuable and enjoyable this semester. In order for us to evaluate our Career Education program and to provide better educational opportunities for our students, we are surveying the Student Teachers who have worked with us. Would you please complete the following questions and return this in the addressed envelope? Thank you-your signature is optional.

Yes	No	
100%	0%	1. Do you feel that the students are benefiting by being involved in Project PEOPLE?
100	0	2. Did the students seem to enjoy the program?
73	27	3. Were the students involved in planning their daily activities and unit work?
100	0	4. Was there visible evidence of learning activities in the classroom?
100	0	5. Did your cooperating teacher seem genuinely interested in the program?
100	0	6. Did your cooperating teacher relate Career Education activities to the subject(s) taught?
73	27	7. Were you involved in creating a Career Education unit?
82	18	8. Were you involved in teaching a Career Education unit?
73	27	9. Do you feel, after your experience with Career Education, that you are prepared to design and teach other Career Education units?
73	27	10. At the college level, do you see a need for more Career Education instruction for future teachers?
100	0	11. Do you see Career Education as a strategy for teaching?
Total: 89%	11%	

Table VIII

Project PEOPLE--Bowling Green City Schools
Sample Survey

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1973-74

Career Education Survey for Visiting Talent

We sincerely appreciate your contribution to our Career Education program by visiting our school. Would you please help us to continue our efforts to provide the best educational opportunities possible for our children by completing the following opinion survey? Please return it in the addressed envelope. Thank you--your signature is optional.

Yes	No	
100%	0	1. Did the students seem eager to ask questions?
100	0	2. Were the students good listeners?
100	0	3. Were the questions the students asked relevant to your job and interests?
100	0	4. Would you be willing to visit our schools again for an interview?
98	2	5. Do you feel that the students are benefiting by being involved in Project PEOPLE?
94	6	6. Did you see visible evidence of learning activities in the classroom?
100	0	7. Did the teacher seem genuinely interested in the program?
Total: 99%	1%	

Other questions included for informational purposes:

Did you enjoy being interviewed by this particular age group?...or...Would you prefer to work with a younger ( ) or an older ( ) group of students?

Table IX

BEST COPY AVAILABLE

Sample Survey

State Visitation Project Evaluation for Teachers*

Item Analysis Results (Jan.-May, 1974) 187 Educators Responding

Career Education

Project PEOPLE-Bowling Green City Schools
Otto A. Martel, Director

Name _____ Date _____

School System _____ Grade Level _____

School Visited _____

In order to assess the Career Dissemination Visitation Project, and its value, as an educator, would you please complete the following survey and return it to your host(ess). Thank you for your cooperation--we are happy that you were able to visit our career education project.

Yes	No	NA**	
99.4	.6	0	1. Having been oriented to the Bowling Green Career Education program through a slide program and discussion hour, do you feel that you have a general understanding of the project?
99.4	.2	0	2. Having visited in the Bowling Green schools, do you feel that you have a broader understanding of how Career Education is implemented in the classroom?
94	3.8	2.2	3. In the school you visited, were you able to see evidence of Career Education activities in the classrooms?
96.9	.9	2.2	4. Do you feel that your host(ess) provided you with sufficient background information about Career Education for you to integrate it into your class activities? (Do you feel that your staff and students would benefit by having Career Education?)
98.7	.6	.7	5. Did the packet of materials provided by the project appear to be useful and informational to you?
Totals:			
97.8	1.2	1.0	

*Corresponding items for administrators which differ in wording are given in parentheses.

**Not Applicable

APPENDIX C

SURVEY FORMS

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APPENDIX C

Instruments Developed by the Bowling Green Career Education Project for Assessment of the Program:

1. Student Surveys:
   A. Elementary (Primary & Intermediate Forms)
   B. Junior High School
   C. Senior High School
2. Teachers' Survey
3. Student Teachers' Survey
4. Survey for Visiting Talent
5. Survey for Participants - State Visitation Project:
   A. Teachers
   B. Administrators
6. Career Development Student Record

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Career Education

Project PEOPLE

Sample Survey for Elementary Students (Primary Form)

1973-74

Directions: Read each question carefully, or listen carefully as your teacher reads each question to you. Then circle Yes or No. The Happy Face column means Yes; the Sad Face column means NO.

Yes No 1. I have enjoyed talking with people who work and learning about the World of Work.

Yes No 2. I like to interview (talk with) people about their work.

Yes No 3. I have learned new things about workers and their jobs.

Yes No 4. I have learned many things this year which will help me later on, when I choose a job.

Yes No 5. I hope I will have a good job when I grow up.

Yes No 6. Going to school will help me to get ready to have a good job.

Yes No 7. I want to learn more about the World of Work next year.

Yes No 8. My school subjects seem to "fit in" with the things we have learned about the World of Work.

9. What do you think you want to be when you grow up?

_____

Name_____

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Career Education

Project PEOPLE

Sample Survey for Elementary Students
(Intermediate Form)
1973-74

Directions: Read each question carefully, then circle yes or no (You will not be graded on this - there are no "right" or "wrong" answers - just answer according to how you feel.)

Yes No 1. I have enjoyed talking with workers and learning about the World of Work.

Yes No 2. I like to interview (talk with) people about their work.

Yes No 3. I have learned new things about workers and their jobs.

Yes No 4. I have learned many things this year which will help me later on when I choose a job.

Yes No 5. I hope I will have a good job when I grow up.

Yes No 6. Going to school will help me to be prepared to have a good job.

Yes No 7. I want to learn more about the World of Work next year.

Yes No 8. My school subjects seem to "fit in" with the things we have learned about the World of Work.

9. What do you want to be?_____

C-2

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Career Education

Project PEOPLE

Sample Survey for Junior High Students

1973-74

Read each question carefully, then circle "Yes" or "No". You will not be graded on this--there are no right or wrong answers--just answer according to how you feel.

Yes No 1. Studying about occupations is interesting.

Yes No 2. Learning about jobs I am interested in is worth using school time for.

Yes No 3. Everyone's job is important.

Yes No 4. I like school because the subjects I take will help me in preparing for my future job.

Yes No 5. I know more now about people's jobs than I did when school started.

Yes No 6. School is helping me to prepare for the job in the future.

Yes No 7. In school we learn many things which we will use later in a job.

Yes No 8. Because of school I am thinking more and more of what I want to do in life.

9. My career choice at this time is: _____

_____

10. There are 15 clusters into which all jobs are grouped. Can you name 10 of them?

_____

_____

_____

_____

_____

_____

NAME _____

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Career Education

Project PEOPLE

Sample Survey for Senior High Students

Sophomore___
Junior___
Senior___

During the past two years, an element known as Career Education has been introduced into the Bowling Green High School curriculum. The purpose of this survey is to determine your response, if any, to this new approach to teaching. Please respond to the survey by circling yes or no.

Yes No 1. Learning about occupations through interviewing people about their work has been beneficial to me.

Yes No 2. My subjects in school seemd to "fit in" with my intended career.

Yes No 3. I see a need for school, because the subjects I take will help me in preparing for my job in the future.

Yes No 4. My educational experiences have helped me decide on my career.

Yes No 5. My teachers seemed to be able to make their subject more meaningful by relating it to the World of Work.

Yes No 6. Interviewing people has helped me better understand the relationship that exists between the school and my future life style.

Yes No 7. I would like to have more of my academic classes presented in such a way as to make them more relevant to my needs.

Yes No 8. I plan to continue my education after high school.

Yes No 9. I plan to enter a full time job after I complete high school.

Graduating Seniors Only:

Next year I plan to: (Check as many areas as apply)

____Get a full time job. (If checked, what job?)

____Enter a technical school, Area Vocational School (If checked, what field)

____Enter a university program (If checked, what major area)

____Get married ____Enter the military ____Work part time

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Name _____

School _____

Career Education

Project PEOPLE

Sample Survey for Teachers
1973-74

As the third year of Project PEOPLE comes to a close, it is necessary to gather input from all teachers in order to evaluate the program, and to plan for the 1974-75 school year. Will you please complete the following survey, and add any suggestions, ideas, or comments?

Yes No 1. Has the Career Education program been of benefit to the students?

Yes No 2. Have you, as a teacher, benefited from the program?

Yes No 3. Have you observed your students' knowledge of the World of Work increasing?

Yes No 4. Have the students expressed a continuing interest in the program?

Yes No 5. Have you observed greater interest in the Career Education program from the home and from the community?

Yes No 6. Do you feel that the program has facilitated articulation between grade levels as to the interest shown in others' projects and activities?

Yes No 7. Have resource persons expressed a positive response to their involvement in the Career Education program?

Comments: _____

_____

_____

_____

(Over)

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Please list below the names, occupations, and unit title in which resource persons have participated in your Career Education activities.

Name of Resource Person	Occupation	Unit Title in Which Resource Person was Involved

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PROJECT PEOPLE Career Education Survey for Student Teachers

We hope you have found your student teaching esperiences valuable and enjoyable. This survey is to evaluate our Career Education program and to provide better educational opportunities for our students, we are surveying the Student Teachers who have worked with us. Would you please complete the following questions and return this to your cooperating school? Thank you. Your signature is optional.

Cooperating School _____ Grade _____ Teacher _____

Semester _____

1. Do you feel that students are benefiting by being Yes No

2. Did the students enjoy the program? Yes No

3. Were the students willing in planning their daily activities? Yes No

4. Was there sufficient variety of learning activities in the classroom? Yes No

5. Did your cooperating teacher seem genuinely interested in the program? Yes No

6. Did your cooperating teacher make Career Education activities and applications relevant to the subject(s) which he or she teaches? Yes No

7. Did your cooperating teacher provide you with sufficient background information about Career Education for you to integrate it into your Student Teaching activities? Yes No

8. Having been involved in Project People, would you be able to begin your teaching career by focusing upon Career Education as part of your instruction ? Yes No

9. Do you plan to make Career Education a part of your teaching career? Yes No

10. At the college level, do you see a need for more Career Education courses for future teachers? Yes No

11. Do you see Career Education as a strategy for teaching? Yes No

Comments: _____

Name _____

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PROJECT PEOPLE - Career Education Survey for Visiting Talent

We sincerely appreciate your contribution to our Career Education program by visiting our school. Would you please help us to continue our efforts to provide the best educational opportunities possible for our children by completing the following brief survey! Please return in the addressed envelope. Thank you - your signature is opitional.

School visited _____ Grade ___ Teacher _____

1. Did the students have enough time to ask questions? Yes No

2. Were the students attentive? Yes No

3. Were the questions the students asked relevant to your job and interests? Yes No

4. Did you enjoy being entertained by this particular age group? (Circle one) Yes No

5. Would you prefer working with this younger ( ) or an older ( ) group of students. Yes No

6. Would you be willing to visit our schools again for an interview? Yes No

7. Do you feel that the students are benefiting by being involved in Project People? Yes No

8. Did you see visible evidence of learning activities in the classroom? Yes No

9. Did the teacher seem genuinely interested in the program? Yes No

10. Comments _____

_____

_____

Name _____

C-T

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Name _____

School System _____ Grade Level _____

School Visited _____

In order to [illegible] Visitation Project, and its value [illegible] would you please complete the following [illegible] to your host(ess). Thank you for your [illegible] that you were able to visit our [illegible]

Yes No 1. [illegible] to the Bowling Green career [illegible] program and [illegible] that you have a [illegible] project?

Yes No 2. [illegible] Green schools, [illegible] broader understand- [illegible] implemented in [illegible]

Yes No 3. [illegible] were you able to see [illegible] activities in the [illegible]

Yes No 4. [illegible] a teacher-host(ess) [illegible] were able to gather [illegible] to your own teaching sit- [illegible]

Yes No 5. Do you feel your host(ess) provided you with sufficient background information about career education for you to integrate it into your classroom?

Yes No 6. Do you feel that you are now able to plan and implement a career education activity with your own class?

Yes No 7. Do you see career education as a strategy for [illegible]?

Yes No 8. Did the [illegible] materials provided by the project [illegible] useful and informational to you?

[illegible]

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Please add your comments in regard to your visit to the [illegible]:

In a few sentences, describe your concept of career education:

Based upon your concept of career education and the information you have gathered today, write a plan for implementing career education in your school(s) or district):

State Dissemination Project Evaluation (Administrators' Survey)

CAREER EDUCATION

Project PEOPLE-Bowling Green City Schools
Otto A. Mattei, Director

Name_____ Date_____

School System_____ Position_____

School Visited_____

In order to assess the State Dissemination Visitation Project and its value to you as an educator, would you please complete the following survey and return it to your host(ess). Thank you for your cooperation--we are happy that you were able to visit our career education project.

Yes No 1. Having been oriented to the Bowling Green career education program through a slide presentation and a discussion period, do you feel that you have a general understanding of the project?

Yes No 2. Having visited in the Bowling Green schools, do you feel that you have a broader understanding of how career education is implemented in the classroom?

Yes No 3. In the school you visited, were you able to see evidence of career education activities in the classrooms?

Yes No 4. Do you feel that by having a teacher-host(ess) for the site visitation, you were able to gather information pertinent to your area of responsibility?

Yes No 5. Do you feel that your staff and students would benefit by having career education?

Yes No 6. Do you feel that your teacher-host(ess) provided you with sufficient background information about career education for you to discuss initiating a plan for implementing career education with your staff?

Yes No 7. Do you see career education as a strategy for teaching?

Yes No 8. Did the packet of materials provided by the project appear to be useful and informational to you?

(See attached sheet)

State Dissemination Project Evaluation (continued)

Please add your suggestions and/or comments in regard to your visit to the Bowling Green Schools: _____

In a few sentences, express your concept of career education:

Based upon your understanding of career education and the information and understanding of the concept you have gathered today, briefly write a procedure for implementing career education in your classroom (if you are an administrator or counselor, a procedure for your school(s) or district):

Bowling Green City Schools

CAREER DEVELOPMENT STUDENT RECORD

(please print or type, see other side)

NAME _____ DATE OF BIRTH _____

SOCIAL SECURITY NO. _____

Grade Level	School Year	Tenative Career Choice (Write UN if unknown)	Ability Level* (Stanine)	Achievement Level* (Stanine)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

* Use Stanine scores if available, otherwise leave blank.

Placement upon leaving school (after age 16) check areas applicable:

To be completed by
High School Guidance Office
or Placement Official

_____ Employed in full time job.

_____ Employed in part time job.

_____ Entered Technical Training Program.

_____ Entered Baccalaureate Program

_____ Unplaced

_____ Unknown

_____ Married

_____ Other _____

C-12

Career Development Student Record con't.

OCCUPATIONAL CLUSTERS STUDIED

Please Check Code as Follows:

✓ = awareness (1 thru 12)

✗ = Practical arts program (Jr. High)

✓✓ = Preparation, specific skills (High School)

Clusters — Grade Level:	1	2	3	4	5	6	7	8	9	10*	11*	12*
Public Service												
Health												
Consumer Homemaking and Related Occupations												
Agri-Business and Natural Resources												
Hospitality and Recreation												
Personal Services												
Construction												
Manufacturing												
Communication and Media												
Transportation												
Marketing and Distribution												
Environmental Control												
Business Office												
Fine Arts and Humanities												
Marine Science												

* When chart above is not applicable for grades 10, 11 and 12 list preparatory program (this includes pre-professional) seperately. When applicable list Major Course of Study.

Grade	Preparatory Program	Major Course of Study
10		
11		
12		

APPENDIX D

MATERIALS DEVELOPED UNDER THE PROJECT

Materials

1. The Bowling Green Career Education Manual for Teachers, Counselors, and Administrators

   Print 108 pages, intended for school personnel, grades K-12. Includes sections for elementary, junior high, and senior high; sample units and surveys; and ideas for implementation of a Career Education program.

2. "Career Education REVIEW"

   Print, 4-6 pages each; seven newsletter and an extra edition used for dissemination of information regarding school activities to educators.

3. John Cannon Articles

   Print, 4-8 pages each; a series of six articles describing various aspects of the Bowling Green Career Education program; intended for educators.

4. Project PEOPLE

   Print, 16 pages; intended for educators; gives an overview of the program.

5. Project PEOPLE Brochure

   Print, 2 page brochure intended for educators; describes the focus of the Career Education program.

6. Bowling Green High School Course Catalog

   Print, 99 pages; intended for Junior and Senior High School students (9-12). Includes 235 course offerings and 27 programs of study resulting from the Career Education program.

APPENDIX E

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year - Systemwide and by Individual Schools.

APPENDIX E

The following pages represent a sampling of a cross-section of resource persons interviewed by Bowling Green students, K-12, as part of Career Education activities. It will be noted that a variety of occupations, representing all fifteen job clusters, are included; reflecting a systematic method for exposing and familiarizing students with a wide range of job opportunities.

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year-Systemwide

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Career Education-Project PEOPLE

Bowling Green City Schools

School: Systemwide, K-12

Systemwide:

Accountant 11*
Advertising manager 11
Air Force officer
Airport manager
Ambulance driver
Artist 11
Astronomer
Athletic trainer
Attorney 11111
Auto dealer
Auto mechanic
Author
Baker 11111
Banker 11111111
Barber 11111
Basketball player (pro)
Beautician (11)
Beekeeper 111
Biologist
Bookkeeper
Bus driver
Business manager
Buyer (clothing store) 11
Cafeteria manager 111111
Car dealer
Car salesman
Cartoonists (Conference phone) 11
Cashier
Chamber of Commerce-PR
Chemist
Clothing store manager
Clown (professional)
Coach (University)
Communications and Media Specialist
Company representative
Conservationist 1111
Construction worker 1111
Cosmetologist 111
Counselor 111
Court stenographer
Custodian
Dairy owner
Dance instructor 11
Day Care Center worker
Dental hygienist 1111111
Dental technician
Dentist 1111
Dept. of Natural Resources and Environmental Protection Agency worker 11
Department Store worker 11
Department Store manager
Dietician
Dry cleaning manager
Electrician 111
Electric Plant Board worker 1111111
Emergency Medical Technician
Employment interviewer
Fabric store worker
Factory worker 111
Farmer (14)
Fashion consultant 11
Fashion coordinator
FBI Agent 11
Federal office worker
Figure salon instructor 11
Firemen 111111
Fishermen (professional) 1111
Fishing rod manufacturer
First Aid Room worker 11
Florist 11111
Food consultant
Food services worker 1111
Food store manager
Football player (pro)
Foreign visitor (Iranian)
Foreman
Forestry service 11
Girls' Club worker
Grocer 111
Grocery store owner
Hatchery owner
Head Start Health Service Coordinator
Health administrator 11
Health department worker 11

* (1) indicates number of interviews

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year-Systemwide

Career Education-Project PEOPLE

Bowling Green City Schools

School: Systemwide, K-12 (continued)

Systemwide (continued):

Health inspector
Health Spa worker
Heart Association worker 11
Highway engineer 11
Hobby shop owner 111111
Home Ec teacher
Home economist 111
Hospital administrator
Hospital supply room worker
Hospital workers
Housewife 11111
Humane Shelter Manager
Insurance salesman 1111111
Interior decorator
IRS auditor
Janitor
Journalist (Conference phone)
Judge 111
Juvenile officer
Lawyer 1111111
Legal secretary
Librarian 111111
Librarian (children's) 11
LPN 111
Lineman
Lumberyard owner 11
Machine operator
Machinist
Magician
Mail carrier
Market manager
Marine biologist
Mayor
Mechanic
Medical workers:
- Doctor 11
- Hospital administrator 11
- Home health aides
- Medical Lab Technologist
- Medical records administrator
- Medical technical advisor
- Mental health counselor
- Nuclear medical technologist
- Nurse (24)
- Nursing home administrator 11
- Pharmacists 111
- Surgical supply house worker
- Physical therapist
- Respiratory therapist
- Social counselor
- Student nurse
- Surgical technical instructors 11
- Ward clerk 11
- X-Ray technologist

Meterologist 111111111
Minister
Motel owner
Mortician 111111
Museum curator 111
Musician
National Parks worker
News announcer
Newspaper advertising manager 11
Newspaper editor 11
Newspaper reporter 11
Nursery owner
Orchard owner
Paleontologist
Park Manager 11
Park Ranger 111
Parks and Recreation Director 1111
Patrol lady
Personnel director 11
Photographer
Physician
Pilot 1111111
Planetarium director 1111111
Plant manager 11
Plant protection inspector
Police captain
Policeman 11111
Pollution investigator
Postmaster (assistant)
Post office worker 11
Principal 11
Pro baseball player
Pro football player
Pro umpire
Purchaser
Radio announcer 111111111
Radio station manager 111
Railway employee 11

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year-Systemwide

Career Education-Project PEOPLE

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Bowling Green City Schools

School: Systemwide, K-12 (continued)

Systemwide (continued):

Ranger and guide-Mammoth Cave
Real estate salesman 11
Realtor 111111
Recreation department assistant
Red Cross worker
Restaurant manager 111111
Restaurant owner
Sales clerk
Saleslady
Salesman
Science instructor
Scuba diver 11
Secretary 11111
Service station owner
Shoe salesman
Small business manager (10)
Social worker (alcoholism)
Soil Conservation agent
Sorghum maker
Space center director
Sports announcer 11
Sports center manager
Sports editor 1111
Sports reporter 111
State police trooper 11
State Representative 11
Stock broker 11
Student (pre-med) 111
Student teacher 11
Superintendent of milk plant
Supervisor (Labor Relations)
Surgeon
Swimming coach
Teacher (11)
Teachers' Aide 11
Teacher (Retired)
Telephone installer 11
Telephone operator
Telephone supervisor 11
Telephone worker (business office) 111
TV Director
TV Newsman
TV Sportscaster
TV Stamp Store Manager
Tennis instructor
Tractor-truck dealer 11
Travel Center Manager
Urban Renewal Office worker
VD Officer
Veterinarian 1111
Vocational School Director
Vocational School Instructor 11
Waitress 11
Water treatment plant worker
Weather station manager
Western Trade School Instructor
WKU Instructors 11 :
- Art
- Astronomy
- Athletic department 1111
- Bible literature
- Biology
- Chemistry
- Construction
- English
- Engineering
- Family living
- Fine Arts
- Geology 111
- Horticulture
- Meterology 111
- Mineralogy
- Music
- Physics
- Planetarium director
- Science
- Secretarial training
- Sports writer

WSSC Supervisor 111
Writer (TV) 11
Zookeeper

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year (Continued)

Career Education-Project PEOPLE

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Bowling Green City Schools

School: T.C. Cherry Elementary; L.C. Curry Elementary

T.C. Cherry:

Ambulance driver
Auto mechanic
Barber
Basketball player III
Beautician III
Bus driver
Dental hygienist
Dentist II
Farmer IIIIII
Firemen II
Floral arranger
Foreman
Health Administrator III
Health Inspector II
Janitor
Judge II
Lawyer III
Mechanical engineer
Medical Doctor
Meteorologist
Nurse IIIIIII
Nursery owner
Patrolman
Newsman II
Personnel manager
Pilot III
Planetarium director
Plant manager II
Police Chief
Policewoman
Postal clerk II
Postmaster
Assistant postmaster
Principal
Realtor II
Restaurant manager II
Salesman
Secretary
Small business manager IIIII
Sports editor II
Sports reporter II
Student (Pre-Med) II
Teacher (Art)
Teachers' Aide
Teacher (Science)
Teacher (PE)II
Teacher IIIIIIII
Telephone Operator
Telephone Company Representative
Telephone Lineman
Telephone Company Supervisor II
Truck driver
TV Producer
Veterinarian
WKU Professors:
    Meterology II
    Mineralogy
    Geology III
    Engineering
    English
    Fine Arts
WSSC Supervisor II

L.C. Curry Elementary:

Airport Manager
Baker II
Banker II
Barber IIII
Beekeeper II
Cafeteria Manager IIIII
Cashier
Construction worker
Dietician
Electric Plant Board (PR)
Factory worker
Farmer IIII
Fireman II
Florist
Girls' Club worker
Hobby Shop Owner
Home Economist II
Housewife II
Humane Shelter Manager
Juvenile Officer
Librarian
Lineman

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year (Continued)

Career Education-Project PEOPLE

Bowling Green City Schools

School: L.C. Curry Elementary (continued); W.R. McNeill Ele; Parker-Bennett Elementary

L.C. Curry (continued):

Machine operator
Mail carrier
Mechanic 11
Meterologist
Minister
Museum curator 11
Parks & Recreation worker 11
Park manager 11
Patrol lady 11
Policeman 11
Post office worker
Principal 111
Radio announcer 11
Real estate salesman 11
Saleslady
Secretary 11
Sports reporter
Student (WKU)
Teacher 1111
Teachers' Aide
Teacher (Retired)
Small business manager 11
Small business supervisor
Telephone installer 11
Telephone operator
WKU instructors;
  Athletic department 1111
  Meterologist
  Music
Zookeeper

W.R. McNeill Elementary:

Artist
Attorney
Author
Auto dealer
Baker 111
Cartoonists (Conference Phone 11)
Conservationist
Construction worker
Custodian
Dentist
Dietician 11
Figure salon instructor
Florist 11
Football player
Heart Association worker
Highway engineer
Housewife 111
Interior decorator
Judge
Lawyer
Magician
Marine Biologist
Meterologist
Mayor
Nurse 111
Physician 1111
Paleontologist
Pro Baseball player
Personnel director
Policeman
Principal
Radio station manager 111
Railway employee
Telephone worker (business office)
Soil Conservation Agent
U.S. Representative (Conference Phone)
Teacher 111
Teachers' Aide
Travel Center Manager
Secretary
Sports editor
Postal worker

Parker-Bennett Elementary:

Beautician
Construction worker
Communication & Media Specialist
Electric Plant Board worker 11111
Fireman 11
Home Ec teacher
Hospital workers
Hospital supply room worker
Plant protection inspector
Librarian (children's)

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year (Continued)

Career Education-Project PEOPLE

Bowling Green City Schools

School: Parker-Bennett Elementary (continued); Potter-Gray Elementary

Parker-Bennett Elementary (continued):

Librarian 11
Licensed practical nurse
Male nurse
School nurse
Project coordinator-Parks and Recreation
Principal
Salesman
Theater manager
Sorghum maker
Sports announcer 11
Sports center manager
Superintendent of milk plant
Teacher
Tennis instructor
Veterinarian
Vocational School Director
Vocational School Instructor
Waitress
Weather station manager

Potter-Gray Elementary:

Banker 11
Business manager
Car dealer
Clown (professional)
Conservation officer
Day Care Center worker
Dietician 11
Department of Natural Resources and Environmental Protection Agency worker 11
Farmer
Forestry service 11
Hobby shop owner
Grocer
Hatchery owner
Housewife
Medical doctor
Meterologist 11
Newspaper worker
Nurse 11111
Orchard owner 11
Personnel manager
Pilot 111
Planetarium director
Purchaser
Restaurant manager
Scuba diver
Radio announcer 1111
Ranger and guide-Mammoth Cave
Tractor-truck dealer 11

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year

Career Education-Project PEOPLE

Bowling Green City Schools

School: Dishman-McGinnis Elementary; High Street Elementary

Dishman-McGinnis:
Air Force Officer
Bank Vice-President
Beekeeper
Biology Instructor
Buyer (Clothing Store)
Company Representative
Dental Hygienist III
Dentist
Firemen II
First Aid Room Worker II
Florist
Food Consultant
Foreign visitor (Iranian)
Grocer II
Grocery store owner
Health department worker
Highway Engineer
Hospital Administrator
Librarian II
Lumberyard owner
Market manager
Mayor
Meterologist III
Museum curator II
News announcer II
Newspaper ad manager II
Newspaper reporter
School nurse IIII
Nursery owner
Parks and Recreation Director
Park Employee
Park Ranger III
Photographer II
Planetarium director IIII
Policemen
Radio announcer
Restaurant manager
Small business owner
Top Value Stamp Store manager
Veterinarian
Water treatment plant worker
WKU English instructor
Western Trade School instructor

High Street Elementary:
Advertising managers II
Banker
Coach (University)
Conservation officer
Dairy owner
Farmer
Health worker
Meteorologist
Mortician
Motel owner
Nurse II
Professional umpire
Recreation Department Assistant
Scuba diver
Shoe salesman
Small business owner
State Representative
Telephone supervisor II
WKU Professors:
- Astronomy
- Biology
- Chemistry
- Construction
- Sports writer

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year (Continued)

Career Education-Project PEOPLE

Bowling Green City Schools

School: Bowling Green Junior High School; Bowling Green Senior High School

Bowling Green Junior High:

Accountant
Artist
Astronomer
Athletic trainer
Banker
Beautician
Cafeteria manager
Car salesman
Chamber of Commerce-PR
Clothing store manager
Construction worker
Court stenographer
Dance instructor
Dental technician
Department store manager
Department store worker 11
Dry cleaning manager 11
Electrician 111
Emergency medical technician
Employment interviewer
Fabric store worker
Factory worker 11
FBI Agent
Food store manager
Hobby shop owner 1111
Home economist 11
Journalist (Conference phone)
Librarian 11
Librarian (children's)
Machinist
Mortician 11
Musician
National Park worker
Newspaper editor 11
Nurse 11
Pilot
Planetarium director
Plant manager 11
Pollution investigator
Practical nurse
Pro football player
Radio announcer 11
Railroad worker
Realtor 11
Restaurant manager 11
Restaurant owner
Sales clerk
Service station owner
Space center director
Stock broker
Student teacher
Surgeon
Swimming coach
Teacher
Telephone company representative
TV director
TV newsman
TV sportscaster
Travel center manager
Urban Renewal Office worker
Waitress
WKU professors 11
Others: Art
Family living
Science
Vocational School instructors 11

Bowling Green Senior High School:

Accountant
Attorney 1111
Banker
Beautician 11111111
Bookkeeper
Buyer 11
Chemist
Conservation officer
Cosmetologist 111
Counselor 111
Dance instructor
Day Care Center worker
Dental hygienist 11
Fashion consultant 11
Fashion coordinator
FBI agent
Federal office manager
Figure salon worker
Fisherman (professional) 1111
Fishing rod manufacturer
Foods services workers 1111

Alphabetical Listing of Occupations Represented through Career Education Interviews During the 1973-74 School Year (Continued)

Career Education-Project PEOPLE

Bowling Green City Schools

School: Bowling Green Senior High (Continued):

Bowling Green Senior High (Continued):

Florist
Head Start Health Services Coordinator
Health Department Administrator
Health Spa worker
Health Educator
Heart Association worker
Hobby Shop owner
Hygienist (Dental)
Insurance salesman lllllll
IRS auditor
Lawyer lll
Legal secretary
Lumber company owner
Mortician lll
Musician
Medical workers:
- Hospital administrator ll
- Home health aides
- LPN
- Medical Lab Technologist
- Medical records administrator
- Medical technical advisor
- Mental health counselor
- Nuclear medical technologist
- Nurse
- Nursing home administrator ll
- Pharmacists lll
- Surgical supply house worker
- Physical therapist
- Respiratory therapist
- Social counselor
- Student nurse
- Surgical technical instructors ll
- Ward clerk ll
- X-Ray technologist

Policemen ll
Police Captain
Red Cross worker
Realtor lll
Science instructor
Secretary
Social worker (alcoholism)
State police trooper ll
Stockbroker
Student teacher
Supervisor (Labor Relations)
Telephone company representative
Teachers:
- Home Ec
- Horticulture
- Physics
- Planetarium director
- WKU teacher
- Bible Literature
- Secretarial training

VD officer
Veterinarian
Writer (TV) ll
Water Sanitation technician